

Safeguarding and Child Protection Policy

Westbury School
Chingford Road
Bilborough
Nottingham
NG8 3BT

Contact: **Nottingham 0115 915 5858**

Head of School: Marcus Wells
Executive Head: John Dyson
Chair of Governors: David Burnett
Safeguarding Governor: Tom Shaw

This Policy complies with: [Working Together to Safeguard Children March 2015](#) and [Keeping children safe in education September 2016](#)

[Section 11 of the Children Act 2004](#) places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

[Education act 2002 sections 157&175 schools and governing bodies have a responsibility](#) .Safeguarding procedures cover a child from conception up until they become 18 - A person is legally a child until 18 years of age.

Westbury School Safeguarding and Child Protection Policy includes paragraphs on the following safeguarding issues:

- General Policy statement-Introduction
- The Designated staff with responsibility for Child Protection/ including Governors
- Reporting and dealing with allegations against a member of staff
- Training and support and confidentiality
- Procedures for safeguarding
- Procedure for monitoring and record keeping
- Recruitment and selection procedures
- Preventative work
- Child deaths
- Child Sexual exploitation and trafficking
- Internet Safety
- Contact numbers-external agencies.

GENERAL POLICY STATEMENT/INTRODUCTION

Westbury School fully recognises the contribution it can make to protect all children and young people using our school.

This policy applies to all members of staff in Westbury school.

Effective safeguarding systems are child centered. Failings in safeguarding systems are too often the result of losing sight of the needs and views of the children within them, or placing the interests of adults ahead of the needs of children.

Children are clear what they want from an effective safeguarding system and this is described below.

Children have said that they need

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

Objectives

To develop and maintain an ethos in which that the whole community 'look out' for children.

To work effectively with other agencies, ensuring that the needs of all families can be met .

To have effective systems in place to identify at an early stage emerging issues and put strategies into place to deal with them.

To have effective systems in place to react quickly to child protection concerns and ensures that referrals are followed up and acted on.

To ensure all staff are clear about their responsibilities and alert to signs of abuse.

To ensure training needs and requirements are met.

To equip children with the skills they need to help look after themselves and to help prevent putting themselves at risk.

Westbury School Setting Commitment

To establish and maintain an ethos where children and young people feel secure and are encouraged to talk and are listened to.

To include in the curriculum and 'core' activities opportunities for children and young people to acquire skills and attitudes to both resist abuse in their own home and to prepare themselves for responsibilities including parenthood in their adult lives

Westbury School has a commitment to all staff, whether permanent or temporary and volunteers who work with children, to be given a written statement about policy and procedures and the names of relevant contacts within our school.

"It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe."

Safeguarding Children and Safer Recruitment in Education 2007

Westbury School has established and continues to maintain an ethos of safety and security for its young people. We offer 1-1 sessions with a trained counsellor which enables pupils to talk privately. All pupils are continually told its ok to talk to staff about their lives and it will always be treated with respect. Young people see this in action on a daily basis.

Our PHSE / SEAL lessons teach our young people about staying safe and being aware of potential dangers. It is taught once a week as a discreet subject in KS1 to 3 and forms an important part of the whole integrated curriculum. We support the 5 outcomes of Every Child Matters and Staying Safe is one of them that we emphasise especially.

Our curriculum offers young people the opportunity to learn about child development, personal relationships and skills. We teach them to be responsible citizens, successful learners and independent thinkers.

Our parents report that they find school a welcoming place where they feel valued and supported. We encourage open and honest relationships and communication with staff and parents.

Responsibilities

The governing body

All governors have an enhanced DBS which is recorded on the single central record (SCR).
The governing body has a key responsibility for monitoring child protection in the school.

Responsibilities include:

Having a child protection /safeguarding policy in place.

Having procedures in place for dealing with allegations against a member of staff.

Appropriate training for staff is in place.

Ensuring there is a member of the governing body who is responsible for and has been trained for safeguarding, child protection and safer recruitment.

Ensuring policies and procedures in school are reviewed annually.

Receiving regular reports from the head teacher/designated safeguarding person on child protection.

Designated Persons

Westbury has three designated safeguarding persons (D.S.L). The DSL's are responsible for updating their safeguarding training every 2 years and in addition keep up to date with safeguarding developments at least annually. DSL update training is delivered through the DSL networking sessions each term. DSL update training every 2 years is delivered by the NCSCB.

Their duties include:

D.S.L Roles Westbury School : Sharon Wilkins and Keeley Williams

Sharon Wilkins focuses on pupils that are high profile and have no attendance issues. Sharon has an overview of pupils ADHD medication. Keeley Williamson focuses on pupils whose primary issue is attendance, although these cases occasionally cross over and are managed on a shared basis.

Monitoring the SCR - This is managed by the school office and fed back to Safeguarding Team every half term.

Coordinating action within the school.

Checking new staff DBS - This is managed by the school office and fed back to Safeguarding Team every half term.

Ensuring all staff are informed of any changes to safeguarding policy and procedures.

Delivering training and updates to staff. The local authority delivers the SG training, KW/SW deliver updates.

Liaising with the safeguarding Governor.

Familiarising new staff, supply staff and volunteers with the safeguarding policy and procedures within in school as part of a safeguarding induction and checking DBS with overseas clearance if necessary and safeguarding training is up to date.

Liaising with social care and other agencies over cases of abuse and suspected abuse.

Acting as a source of advice within school.

Review Safeguarding policy and whistle blowing policy with any new updates and annually for governors to approve.

Presenting new updates to staff.

Referral of individual cases of suspected abuse to the relevant social care agency.

Liaising with agencies about individual cases.

Record keeping and ensuring staff provide relevant information and reports for meetings.

Organising and delivering training on Safeguarding within the school.

Centrally coordinating all issues around pupils with involvement with outside agencies.

Ensuring that any pupil currently on a child protection plan who is absent without explanation is accounted for DSL will inform S.W requesting a safe and wellbeing check be carried out on the child on the first day of absence.

Attending meetings.

Where referrals are made to social care these should be confirmed in writing within 24 hours. A multi-agency referral form (MARF) will be completed and sent. The D.S.L is responsible for following up any referrals where concerns remain or there is no communication about actions taken.

Updating the Safeguarding policy with changes in legislation, guidance and good practice.

Daily checking on pupil absences, assisting where required to ensure that pupils attend. Also performing 'safe and well' checks whenever concerns arise.

Safeguarding meeting are held weekly. SW and KW spend Friday afternoons reviewing all safeguarding issues from the week. At 3.30pm the Outreach team lead (Sally Allen) and the Head of School (Marcus Wells) join the safeguarding meeting to share the actions/concerns and review the summary presented by SW and KW. This forum is also used for office staff to present SCR information.

The Designated Lead Role (DSL)

- Offer advice and Guidance on policy and procedure.
- Supporting newly appointed DSLs during induction.
- Act as a forum for communication and consultation in particular between schools and the Nottingham Children Safeguarding Board (NCSCB) but also with other partnership bodies.
- Develop and share evidence based good practice.

D.S.L. Marcus Wels

Designated teacher for Safeguarding LAC and Senco. Attends Designated Teacher Network Meetings.

Completing the local authority compliance form annually for governors to sign and providing governors with any safeguarding information they require.

Liaising with the safeguarding governor.

Acting as a source of advice within school.

Ensuring that all staff familiarise themselves with the Safeguarding policy and procedures within school.

Informing parents/careers of the responsibilities of staff members with regard to safeguarding procedures.

Familiarising new teachers and support staff with the Safeguarding policy as part of their induction if no other DSL's or office staff are available.

Ensuring the school environment remains safe for everyone.

Safeguarding meeting regularly with the safeguarding team.

Review Safeguarding policy and whistle blowing policy with any new updates and annually for governors to approve.

Updating the Safeguarding policy with changes in legislation, guidance and good practice.

Overseeing the SCR

Teachers and support staff

Teachers and support staff are responsible for:

Keeping alert for potential signs of abuse amongst young children with in the school setting and monitoring using a safeguarding concern form.

Referring any concerns to the DSL's..

Supporting pupils in understanding how they can keep themselves safe.

Providing information for use in multi-agency meetings and attending themselves where necessary. Attending LAC meetings for pupils in their class.

Keeping their safeguarding training portfolio up to date.

Receiving and applying any recommendations resulting from a multi-agency meeting.
Supporting pupils who wish to make a disclosure.

Support staff will assist teachers with their responsibilities but will also take responsibility themselves for being alert to signs of abuse and receiving any disclosures when a child indicates that they would like to.

Guidance

The D.S.L has a copy of [Keeping Children Safe in Education 2016](#), and [HM Government Multi-Agency Practice Guidelines Female Genital Mutilation](#). All staff have access to a safeguarding policy and a copy of the above documentation. They all have a copy of Keeping children safe in education part 1.

Supply staff (below 2 weeks) have access to a safeguarding pamphlet. A short induction is carried out to ensure agency staff and volunteers know who the DSL's are and where to obtain access to the safeguarding, whistle blowing and working together policies and are aware of the safeguarding procedures in school.

Framework

All children deserve the opportunity to achieve their full potential; these are outlined from Every Child Matters.

'Safeguarding and promoting the welfare of children – and in particular protecting them

from significant harm – depends on effective working between agencies and professionals that have different roles and expertise. Individual children, especially some of the most vulnerable children and those at greater risk of social exclusion, will need coordinated help from health, education, children's social care and quite possibly the voluntary sector and other agencies, including youth police services.'

Working Together to Safeguard Children 2006

Child protection is the responsibility of all adults and especially those working with children in Westbury School. Professionals should, in particular be alert to the potential need for early help for a child who;

- is disabled and has additional needs;
- has specific educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family circumstance presenting challenges for the child, such as substance abuse, or domestic violence

The development of appropriate procedures and the monitoring of good practice are the responsibility of the Local Safeguarding Children Board.

The Nottingham City Safeguarding Board

The NCSCB, through its partner agencies/organisations and the wider community, is working to secure the best possible outcomes for the children and young people of Nottingham by protecting them from all forms of abuse and neglect. This will be achieved by timely intervention, good collaboration and information sharing and the adherence to a culture dependent upon respect, challenge, personal responsibility and accountability. The NCSCB is an inter-agency forum for agreeing how the different services and professional groups should co-operate for the purposes of safeguarding and promoting the welfare of children in Nottingham. The NCSCB also aims to co-ordinate what is done, and ensures the effectiveness of each person or body represented on the Board, to ensure that the arrangements work effectively to bring about good outcomes for children and young people in accordance with Children Act 2004. Local Safeguarding Children Boards are governed by the Children Act 2004 s13-16, which states that, "Each Children's

Services Authority in England must establish a Local Safeguarding Board for their area". (CA 2004 s13) The Act sets out a mandatory list of agencies who are required to be members of the new status and policy statements in relation to the responsibilities, duties and powers of the board and its new status. The NCSCB constitution has been compiled in accordance with published legislation, policy and guidance to date and should be used as a framework to ensure that stakeholders achieve individual and collective responsibility for the work it undertakes. In order to fulfil its statutory functions the NCSCB has established a number of Partnerships, which focus on specific areas of the Board's core business. The NCSCB constitution outlines the remit of each of these Partnerships. The NCSCB Partnership structure is presently under revision, and further information will be made available in due course. The Inter-agency Child Protection Procedures have been produced jointly with Nottinghamshire Safeguarding Children Board. The procedures should be followed by all professionals who have concerns that a child might be the subject of either abuse or neglect.

Safeguarding Children Information Management Team

Nottingham City Safeguarding Children Boards each have a specific team whose primary purpose is to ensure that information held about children with a Child Protection Plan is accurate and kept up to date. These teams were previously referred to as the "Child Protection Register" teams but are now called The Safeguarding Children Information Management Team.

The Safeguarding Children Board is located at Loxley House, Nottingham, NG22 3NG.

If you require any further information in relation to this matter please liaise with your agency's representative at the Nottingham City Safeguarding Children Board. Alternatively please contact;

The local authority designated officer (LADO).

Training is available from the LA and D.S.L's in the school. The Child Protection Governor should encourage and promote training for all staff at the appropriate level.

All staff including any volunteer at Westbury need a DBS (enhanced) check before they work with pupils with in the school.

Students on work placements are interviewed and their supporting school/college/university is approached for any information relevant to safeguarding. No work experience student is allowed to work alone with pupils. They all have orientation session where our expectations are discussed regarding their conduct in school. We discuss how to report any concerns and they are never allowed to attend meetings or deal with paperwork about pupils. D.B.S numbers are obtained along with Safeguarding certificates to ensure all staff working with Westbury pupils on alternative provision are safe and trained in safeguarding .A safe and wellbeing check will be carried out via a phone call on a daily basis by either the attendance officer or the alternative provision coordinator to ensure pupils are safe and happy.

The two key pieces of legislation regarding the welfare of children are;

Children act 1989

Section 27

Duty to co-operate

Section17

Child in need of services.

Section 47 Child in need of protecting.

Children act 2014

Safeguarding and child protection.

Importance of early intervention.

Local safeguarding childrens boards.

Common Assessment Framework.

Allegations Management

Any allegation or concern about the conduct or behaviour of a person who works with children and /young people must be referred to the Head of School in the first instance. They will decide whether the matter can be dealt with within the school setting or if they need to liaise with the local authority designated safeguarding team. Possible reasons for concern could be if a member of staff has

- Behaved in a way that has harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he is unsuitable to work with children.

Allegation procedures for Westbury School can be found in the Westbury Whistle Blowing policy.

If the concern is about the head teacher staff must inform the chair of governors, David Burnett via email (chair@westwoodfederation.co.uk). There is a NSPCC Whistle blowing help line to support staff Tel 0800 028 0285

In Nottingham City The Local Authority Designated officers (DO) role is undertaken by the following people

- Evelyn Hailwood–allegations manager Telephone 0115 8764148 [email-Evelyn.Hailwood@nottinghamcitycouncil.gov.uk](mailto:Evelyn.Hailwood@nottinghamcitycouncil.gov.uk)
- Richard Powell- allegations against staff independent reviewing officer (IRO) for strategy meetings.[Richard Powell@nottinghamcity.gov.uk](mailto:Richard.Powell@nottinghamcity.gov.uk)
- Paul Harrison– supporting schools and education settings in relation to safeguarding. Telephone 01158764744-email-Paul.harrison@nottinghamcity.gov.uk
- Anne Partington – Responsibility for the quality assurance of the process.

Other useful Contact numbers are:

NSPCC Whistleblowing helpline 0800 028 0285

Children's Disability Team Social care: Nottingham 0115 8838266

Children and Families Direct:(Duty Team)Nottingham 0115 8764800

Children's social care Duty Team: Derbyshire 0845 6058058

Children's social care Duty Team: Lincolnshire 0172 4296500

Training and support

- It is required that the designated safeguarding leads for safeguarding and child protection undertake training in inter-agency working and safeguarding annually with regular updates as necessary.
- All staff must understand the role of the DSL.
- All other staff who work with children (paid and unpaid) should undertake training to equip them to carry out their responsibilities for Child Protection effectively and this should be updated annually.
- New staff not safeguard trained will be trained. Training will involve all staff understanding what early help is and how to identify pupils in need of early help with in our school. Staff training will ensure all staff understand the difference between a 'concern' and 'immediate danger or risk of significant harm'. All staff including new staff, agency and volunteers will receive copies of part 1 of keeping children safe in education Sept 2016, Safeguarding, Whistle Blowing and behaviour policy's.
- Staff in school will be kept updated on child protection and safeguarding issues by regular staff meetings and daily briefings.
- All staff receives updates regarding new procedures and legislation throughout the academic year which is kept in their safeguarding portfolio folders. Staff sign for these updates on receipt.

Confidentiality

We recognise that all matters relating to child protection are confidential and are on a need to know basis. However in some cases there is a need to share information with all staff, this information is shared at morning briefing, the D.S.L. if there are any safeguarding concerns, will decide what and to whom it may be necessary to share this information with, this will be communicated in this briefing. In some cases the D.S.L may share the information with the selected staff that work closely with a pupil with concerns, as it may not be necessary for the whole school staff to hear these concerns.

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

All staff must be aware that they cannot make a promise to a child to keep secrets.

Where safeguarding or child protection concerns are identified for a specific child, this information will be held in a Confidential Pupil/Child Record, and securely within a locked cabinet. Concerns are recorded on 'Concern Forms'. Concern forms are then put in confidential files. This is securely locked in the safeguarding office. Guidance is given to staff about appropriate recording of concerns.

Meeting notes are also stored in secure files in the safeguarding office.

“Where concerns arise as a result of information given by a child it is important to reassure the child but not to promise confidentiality.

What to do if you're worried a child is being abused

‘A shared responsibility and the need for effective joint working between agencies and professionals that have different roles and expertise are required if children are to be protected from harm and their welfare promoted. In order to achieve this joint working, there must be constructive relationships between individual practitioners, promoted and supported by:

- ***the commitment of senior managers to safeguard and promote the welfare of children;***
- ***Clear lines of accountability.’***

Working Together to Safeguard Children 2013

‘Record in writing all concerns, discussion about the child, decisions made and the reason for those decisions.

‘What to do if a child is abused 2013’

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others (including the social care departments) must always however have regard to both common and statute law.

The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and advice from the Schools and Education or Childcare Safeguarding Co-ordinator should be sought if in doubt. Further guidance is available in the School's data protection policy.

Westbury School staff are fully aware of the 8 principles of information sharing and work to its guidance.

1. **Involve pupils and families and service users** Let service users know what information you wish to record. Explain why you need the information and what it may be used for.
2. **Inform pupils and service users of their rights** Make sure pupils and service users know their rights to confidentiality and how to exercise them. Respect the right of pupils and service users to have access to their health records.
3. **Respect individual choice** If pupils and service users do not want information about them to be used for a particular purpose, try to respect their wishes. Make sure that pupils and service users are aware of the implications of their decision.
4. **Get it Right** If you cannot respect a pupils' wishes on the use of personal health information, guidance must be sought. Make sure records are accurate, complete and up-to-date.
5. **Keep records secure** Store and send personal information securely at all times to ensure that it cannot fall in to the wrong hands. Ensure requests to see information are from those with a legitimate right.
6. **Only record what you need** Only record the information relevant to caring for the pupil or service user.
7. **Share with care**

'Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision.

Keeping children safe in education Sept 2016

Share personal information only on a need-to-know basis.

Share personal information outside the school only with your pupil / families' knowledge and express consent.

Share relevant information with The Local Authority Safeguarding Board annually via a Compliance form.

You may share information without consent if you are obliged to by law, if required to do so to protect life and limb, or if you must do so in the public interest. You must always however be prepared to defend the basis of such disclosure.

8. **Know your obligations to your pupils, service users and others** All staff dealing with personal information should be aware of the issues surrounding confidentiality and be trained to deal with them in an appropriate manner.

Procedures for Dealing with Concerns

Procedures -Initial Concern

Concern identified by a member of staff (concern forms are in the school office in the safeguarding pigeon hole, both staff rooms and end of day briefing rooms)

Completed concern form placed in safeguarding pigeon hole

Procedure-if child is in immediate danger

There may be an occasion where the Police are notified if one of our young people is in immediate danger.

Phone call made to Children and Families Direct, Social

<p>unless it is urgent whereby it should be handed directly to a DSL. This must be by the end of the working day of the concern.</p> <p>Concern discussed with reporting adult and class teacher.</p> <p>D.S.L makes the decision on what course of action to take with the concern.</p>	<p>Care Duty Team to share concern and guidance sort.</p> <p>Parents will be contacted unless this is likely to put the child at further harm.</p> <p>Multi Agency Referral Form (MARF) completed and emailed through to Social Care along with any other relevant information</p> <p>Pupil confidential file updated</p> <p>Update progress on page 2 of the original Concern Form</p> <p>Report back to staff at next briefing if information can be shared (need to know basis).</p>
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<p>Procedure-child is not in immediate danger of harm or risk</p> <p>Contact made with parents/ carers through phone call or invite into school to discuss concern.</p> <p>D.S.L and Marcus Wells makes decision on what to do with the concern following meeting with parent /carers</p>	<p>A.D.S.L-not happy with the outcome of the meeting with parents/carers</p> <p>Parents informed that a referral to Children’s Services, Social Care Duty Team will be made.</p> <p>Phone call made to Children’s Services, Social Care Duty Team to make the referral</p> <p>MARF form completed and emailed through to CS.</p> <p>Pupil confidential file updated. 24 hours later follow up call to Children’s Services to get an update if they haven’t already responded. Update progress on page 2 of concern form.</p> <p>Report back to staff at next meeting/brief if appropriate.</p>
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If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children and families direct or ring 999.

Procedures For Dealing With Record Keeping

“Abuse and neglect are forms 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 a stranger. They may be abused by an adult, or another child or children.”

Working Together to Safeguarding Children 2013

Parents can see a copy of this policy by asking at the school office or they can find this policy on the website.

Childcare, Schools and Recreational settings can play a vital role in helping abused children and those who are suspected of being abused, by the effective monitoring and recording of certain aspects of the child's progress and behaviour. This is particularly important when there has been no direct disclosure of abuse, or when a child has communication difficulties or is too young to give much information. Monitoring is particularly valuable because teachers etc. are in daily contact with children and are used to monitoring them. They are uniquely placed to observe the behaviour of large numbers of children and likely to know what is 'normal' or 'usual' for a particular child.

What should be recorded?

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with peers, adults)
- Behaviour
- Statements, comments, stories, drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medical Issues
- Response to PE/sport
- Injuries/marks, past and present
- Absconding – Police are notified within ten minutes of a child absconding. Parent/Carers are notified immediately. Agency staff involved with the family will also be informed.

When is recording needed?

- marks on a child's body
- unusual, significant changes in behaviour
- mood changes
- puzzling statements or stories from a child
- information from others
- If requested by another agency, for example, following an Initial Child Protection Conference
- When a child has a child protection plan or is 'A Child in Need', absence from school should be not only recorded but the case social worker notified on the first day of absence and continue to update the social worker every day the child is absent thereafter.

Who should record?

Teachers

Other school staff

LA staff in regular contact with the child, such as EWO, Behaviour Support Worker, Education Psychologist (in line with their own Practice Guidance.)

Social workers involved with the child.

All safeguarding concerns are recorded on a school concern form. This information is then reviewed by a DSL and actioned accordingly ie MARF completed.

Ensuring Staff Are Safe To Work with Children

Westbury School operates vetting and safe recruitment practices, in line with Safeguarding Children and Safer Recruitment in Education, 2007.

Schools and other settings are required to maintain a Single Central Record, for all permanent and agency staff, volunteers (including School Governors). A DBS should be produced on arrival at school and seen by the Office Staff or one of the DSL team before any staff including Volunteers and bought in' services (e.g. catering, cleaning services) work within the school. A check to ensure the person presenting themselves for work is the same person on whom the checks have been carried out. Right to work in the UK and overseas checks will be carried out at this point.

The DSL will implement a short safeguarding induction first thing in the morning to check the staff have had some safeguarding training and all agency staff and volunteers working with children are aware of the schools safeguarding procedures and are aware how to obtain access to the safeguarding policies in school. Prohibition checks are carried out on all teachers including unqualified teachers, support staff and volunteers.

(Update February 2017) - The SCR must show evidence that all staff employed by school have two references. Where this is not the case school must endeavour to obtain them or complete a risk assessment using the pro forma supplied by Nottingham City Safeguarding Children Board.

Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges. In addition, schools and colleges must make further checks they think appropriate so that relevant events that occurred outside the UK can be considered.

Advice on the criminal record information which may be obtained from overseas police forces, published by the Home Office is on GOV.UK. The department for education has also issued [guidance on the employment of overseas-trained teachers](#). This gives information on the requirements for overseas-trained teachers from the European Economic Area to teach in England and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the United States of America.

Keeping Children Safe in Education Sept 2016

The SCR is kept by the office manager in secure conditions. It is maintained by her under the direction of the Head of School and contains all the information required by OFSTED.

Supply staff details, including photos and DBS, are kept in the front office securely. Any supply staff or new staff and visitors entering school are required to present photographic forms of identity.

All staff and volunteers are clear about:

- Code of Conduct
- Do's and Don'ts about providing children and young people means of contact outside of school hours (e.g. Mobile phone numbers, Face book, Social Networking Sites etc)
- Whistle Blowing
- Safeguarding policy and procedures.
- All visitors to the school will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below).
- All staff and visitors are not allowed to take their mobile phones or any cameras past the reception area. Staff needing to have an emergency contact need to get the express permission of the Head of School to keep their phone on them.
- Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
- All visitors will be asked to sign the Visitors Record Book which is kept in reception at all times making note of their name, organisation, who they are visiting and car registration.
- All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
- Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List (to be on this list, the person must have a current clear DBS check and children's barred check with a copy of this registered on the school's central record. They must then follow the procedures above e.g. sign into the visitor's book and enter the premises via reception).

Staff Disqualification Declaration

All staff at Westbury are required to sign the declaration issued in the update of Statutory Guidance 'Keeping Children Safe'.

ALLEGATIONS AGAINST PROFESSIONAL CARERS

Procedures are in place to support all staff that have concerns about the conduct of any adults working in school, childcare or recreational setting, either in a professional role or in a voluntary capacity.

In the event of an allegation about the behaviour of a member staff in Westbury School the Head of School should be notified in the first instance, if the allegation is about the Head the Chair of Governors and Executive Head should be informed. The school will follow Local Safeguarding Children Board Procedures, which are compliant with the requirements of Working Together to Safeguard Children, 2013. Full procedures can be found in the Westbury Whistle blowing policy. Local authority Designated Officer (DO) is Richard Powell and Evelyn Hailwood 0115 8762302.

VULNERABLE CHILD/CHILD AT RISK

Looked After Children

Designated Teacher For Looked after children is Marcus Wells DSL

The most common reason for children becoming looked after is as a result of abuse and/or neglect. [Keeping children safe in education Sept 2016](#)

Looked After Children are 3 times more likely to end up unemployed and to suffer from a mental health condition. Many have been damaged by disadvantaged and chaotic backgrounds. They are more likely to have challenging behaviour and abscond.

People assume these children are too damaged to expect too much from them.

The care system heaps further uncertainty and upheaval as some are returned home quickly to face danger that originally demanded their removal from home.

Looked After Children are faced with leaving care at 16 and often have to fend for themselves.

They often have to move schools and adjust to new carers, social workers and new surroundings. The more placements they have the less likely they are to achieve.

Domestic Abuse

The changes to the definition of domestic ABUSE raise awareness that young people in the 16 to 17 age group can also be victims of domestic violence and abuse. By including this age group the government hopes to encourage young people to come forward and get the support they need, through a helpline or specialist service. [Domestic violence and abuse 2015](#)

- Statistics confirm the links between domestic abuse and safeguarding children
- Child abuse – 1 in 3 child protection cases show a history of domestic abuse.
- children in violent households are 3 to 9 times more likely to be injured and abuse, either directly or while trying to protect their parent

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Adults who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. Encompass informs schools of domestic violence incidents reported by police. Schools should be informed within 24 hours.

The cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical

- sexual
- financial
- emotional

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children up to the age of 16 years old may also be vulnerable and in need of support or protection. Nottingham now has a police team in place to deal with domestic violence, this service is known as The Dart Team and can be accessed through Children and Families Direct phone number 0115 8764800

Domestic
Abuse
Referral
Team

Hate Crime

Hate crime is the term used by criminal justice agencies like the police or crown prosecution service to describe an incident or crime against someone based on part of their identity.

Hate crimes are targeted at a person because of hostility or prejudice towards that person's:

- disability
- race or ethnicity
- religion or belief
- sexual orientation
- transgender identity

This can be committed against a person or property.

A victim does not have to be a member of the group at which the hostility is targeted. In fact, anyone could be a victim of hate crime.

Hate crime must be reported to the police however the police can only deal with cases where the law has been broken. Staff concerned about hate crime involving a young person must follow Westbury safeguarding procedures and inform the DSL immediately so a referral to social care and or police can be sent. Hate crime often spills over into communities we all have a duty to keep all children and young people safe.

More information and support can be found on support line – Problems: Advice, support and information www.suppline.org.uk

Children and young people who sexually abuse

- Abuse is not just an adult domain, children can pose a threat either physical or sexual to other children.
- If sexualised behaviour is identified, complete the risk assessment available on the LSCB website on the internet or seek further advice, if activities observed are not age appropriate.
- This behaviour can be managed in school and needs to be approached on a whole school/organisation, classroom, curriculum and individual level.

Sexual exploitation of Children

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organized crime by gangs and groups. The perpetrator always holds some sort of power over the victim which increase as the exploitative relationship develops.

Keeping Children Safe in Education Sept 2016

- Children involved in prostitution and other forms of commercial sexual exploitation are victims of abuse and should be treated as such.
- Their needs will need careful assessment as this problem is hidden from view.
The guidance, 'Safeguarding children and young people from sexual exploitation (2009)' is a new updated source of information and supplements 'Working together to safeguard children'.
- The organised crime of child trafficking into the UK has become an issue of considerable concern so as professionals working with children and young people we have a responsibility to take steps to make sure their welfare is safeguarded. It is essential that all professionals who come into contact with children, who may have been trafficked, are fully aware of the background of this activity and know how to apply the procedures for safeguarding the children and meeting the needs of those who may have been trafficked. More information can be found in the practice guidance Safeguarding Children who have been trafficked hand book

Fabricated or induced illness

- Fabricated or induced illness (FII) is a form of child abuse. It occurs when a parent or carer, usually the child's biological mother exaggerates or deliberately causes symptoms of illness in the child. FII is also known as Munchausen's syndrome by proxy.

Behaviours in FII

- The term FII covers a wide range of cases and behaviours involving parents seeking healthcare for a child:
- A mother or other carer who convinces their child they are ill when they are perfectly healthy.
- A mother or other carer who exaggerates or lies about their child's symptoms.
- A mother or carer who manipulates test results to suggest the presence of illness- for example, by putting glucose in urine samples to suggest the child has diabetes.
- A mother or carer who deliberately induces symptoms of illness- for example, by poisoning her child with unnecessary medication or other substances.

Child Protection

FII is a child protection issue and cannot be treated by the NHS alone. If staff suspect FII they must follow Westbury safeguarding procedures by filling in a concern form and informing the DSL immediately, the DSL will refer the concerns to Children and Families direct (Social Care). If you suspect that someone you know may be fabricating or inducing illness in their child it is not recommended that you confront them directly. A direct confrontation is unlikely to make a person admit to wrongdoing and it may give them the opportunity to dispose of any evidence of abuse.

Female Genital Mutilation

- Professionals in all agencies and individuals and groups in relevant communities: need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. The DSL must activate local safeguarding procedures, using national and local protocols for multi –agency liaison with police and children's social care. All staff must report to the police a disclosure that FGM is being carried after informing the DSL. It is difficult to estimate how widespread FII is because many cases go unreported or undetected. In an average population of one million people, around one child per year would be affected. [Keeping children safe in education Sept 2016](#)

- **Staff aware**

FGM is illegal in the UK. FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia.

- It is estimated that approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.
- FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.
- FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences. [HM Multi agency Practice Guidelines Female Genital Mutilation 2014](#)

Preventing Radicalisation

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. **The Counter-terrorism and Security Act 2015** now imposes a duty on a wide range of bodies including all schools. The Counter- Terrorism and Security Act 2015 “places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers ... to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”) Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalisation and are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology. The guidance on this has not yet been published but we will be sharing this as soon as possible as well as keeping you informed on how we are coordinating this in a partnership approach.

In the meantime, if you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact the Prevent Team prevent@nottinghamshire.pnn.police.uk . Although a police team, their role is to support early intervention so that vulnerable children or adults do not end up facing criminal sanctions. Westbury Prevent officer is John Dyson .

Bullying

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’. Where this is the case, the school staff should report their concerns to their local authority children’s social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Childcare, Schools and Recreational Settings should ensure that Anti-Bullying Policies, include how the school will manage ‘cyber’ bullying through the use of digital technology, irrespective of whether this happens on or off the school premises.

[Preventing and tackling bullying Oct 2014](#)

This policy should be considered alongside other related policies in school, childcare and recreational settings.

- Behaviour Management Policy
- Anti - Bullying
- Special Education Needs
- Health and Safety
- Supporting Children Looked After Policy

Peer on Peer Abuse

Research suggests that children and young people who experience abuse are more likely than their non-abused peers to have behavioural health problems. Many of the effects of peer abuse mirror effects of domestic violence. For example, children and young people who are targets of peer abuse may experience emotional symptoms, feelings of self-worth and a pattern of unhealthy relationships that persist into adulthood. Research tells us that any young person can be impacted by peer on peer abuse but girls and young women are more frequently identified which has a negative impact on their lives. Whereas boys and young men are more likely to be identified as abusers and less likely to say that partner abuse impacts them negatively. However boys and young men report high levels of victimization in gang-affected neighbourhood's and there is an increase of evidence emerging on the sexual exploitation of boys and young men. Black and minority ethnic children are often under-identified as victims and over identified as perpetrators. Young people in care and those who have experienced a loss of a parent, sibling or friend through bereavement, also feature as those who have abused, or been abused by their peers. Three common forms of adolescent peer abuse are bullying, teen dating violence and Hazing.

Bullying

Bullying may be physical, verbal or relational and may occur directly or indirectly in the presence of the young person or indirectly through electronic devices or other methods of communication.

Examples of Bullying

Teasing, name-calling, inappropriate comments, threats of harm, purposefully excluding someone, spreading harmful rumours, coercing others to do or say harmful things, kicking, hitting pushing, spitting, damaging or taking someone's property, rude or mean gestures.

Teen Dating Violence (TDV)

TDV is defined as a physical, sexual, psychological or emotional violence within a relationship including stalking. It can occur between a current or former dating partner.

Examples of TDV

Pinching, hitting, shoving or kicking a partner or harming his/her sense of self-worth by name calling, shaming, bullying or embarrassing on purpose; Keeping him/her away from friends and family, or coercing or forcing a partner to engage in a sex act when he/she does not or cannot consent.

Hazing

Hazing is defined in different ways by different people but there is a general agreement that hazing includes` **any activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers participants regardless of a person's willingness to participate**'.

Examples of Hazing

Physical mutilation, yelling or swearing with the intent to demean, coerced consumption of non-food substances, drowning/near drowning immersion in noxious substances, sleep or food deprivation, forced public humiliation or forced sexual activities.

As in all cases of child abuse, it is essential all staff respond to the needs of the children who are abused by their peers. Each category of child abuse may have different dynamics and effects. There is no single approach to the treatment of child abuse so each individual case will require its own unique intervention.

Because peer on peer abuse is so prevalent and the effects can be long lasting and severe Westbury safeguarding procedures including contacting children and families Direct will be implemented for the victim and the abuser so the appropriate support and services can be provided as quickly as possible for the perpetrator, victim, parents and carers.

Westbury school staff can identify and understand signs and indicators of peer on peer abuse through this policy, additional training and information provided by the ADSL. This establishment strives to create an environment that actively discourages abuse and challenges the attitudes which underlie it. There are robust Behaviour and Bullying policies in place which are regularly evaluated and updated.

So called “Honour”- based Violence

So called “honour”- Based violence occurs in communities where concepts of honour and shame are fundamentally bound up with the expected behaviour of families and individuals particularly women. There have been a number of high- profile “honour Killings” the most extreme form of so-called “honour”- based violence, in the UK in recent years. In other circumstances, the victim can be subjected to long low level physical abuse and bullying as ‘punishment’ for bringing dishonour on the family.

A recent report by the Centre for Social Cohesion on “honour”- based violence in the UK described common ways in which honour can be perceived to be damaged:

Perceptions of common ways in which honour can be damaged

Defying parental authority: In many cultures, elder members of the family are expected to control their children. Parents who publicly fail to do so may lose status in the community as a result.

Becoming `Western’ (clothes, behavior attitude): People from honour- based cultures often transform ideas of honour into a pride in ones origins and /or religion once they settle in ‘the West’. Families who allow their children to assimilate into wider society can be seen as betraying their origins, their community and their ancestors.

Women having sex/relationships before marriage: Many honour based cultures put a high premium on a girl’s virginity and sexual fidelity. Families whose women are believed to have extramarital relationships (even of a non -sexual kind) can suffer a decline in honour and social standing.

Use of drugs or alcohol: Drinking alcohol and using drugs not endorsed by religion, culture or tradition can bring shame on families because their children are seen as abandoning or rejecting the values of their parents and their community.

Gossip: In many cases honour is damaged less by a person’s action than by knowledge of that action becoming public knowledge. Rumours and gossip-even if untrue-can damage the status of a family or an individual. In many cases, families are less concerned with immoral acts, than how these will affect how they are seen by their relatives and by other members of their community.

In addition to the incidents above victims may be under house arrest and excessive restrictions, denial of access to a telephone, internet, passport and friends, threats to kill.

So-called “honour”-based violence differs from domestic abuse in that it is often perpetrated by more than one individual, from the victim’s family or wider community. It is usually directed towards young women, although this is not always the case; men have also been victims. “Honour”- based violence is **not** associated with particular religions or religious practice; it has been recorded across Christian, Jewish, Sikh, Hindu and Muslim communities.

“Honour” –based violence is linked to forced marriage as statistics show some of the so called-honour based crimes including killings have been linked to victims trying to escape coercion into matrimony.

Honour based violence/crime including forced marriage is in almost all cases a form of child abuse in view of the significant harm or risk of significant harm that it causes its young victims.

Under section 11 of the children Act 2004 all professionals working within government bodies are under a duty to safeguard and promote the welfare of children in carrying out their work. Any child or young person seen to be at risk of "honour" –based violence or forced marriage must report their concerns to the DSL immediately to enable swift action with safeguarding procedures. The DSL will contact Children and Families Direct and the police.

NB

Anyone can make a referral to social care children's team if they feel a child is at risk of significant harm or has disclosed they are being harmed. Further support and information can be found on the NSPCC web site.

NSPCC help line - 0800 1111 www.nspcc.org.uk

Forced Marriage

'A forced marriage is a marriage in which one or both spouses do not (or, in the case of children and some adults at risk, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' Scottish Government
"A marriage conducted without the valid consent of both parties where duress is a factor." A Choice by Right (June 2000)

Forced Marriage (Civil Protection) Act 2007 (England/Wales)

- Courts have power to make Forced Marriage Protection Orders.
- Breach of an injunction would not itself be a criminal offence, but would be a contempt of court. Courts would have the full range of sanctions available to them, including imprisonment.
- Enables third parties to apply for an injunction on behalf of somebody else.

The Anti-Social Behaviour Crime and Policing Act (2014)

have created two new offences of forced marriage. These new offences came into effect on **16 June 2014**. The Act also makes it a criminal offence to breach a Forced Marriage Protection Order (FMPO) to further increase protection for victims and ensure that perpetrators are properly punished. The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted.

There will be a maximum penalty of seven years for committing a forced marriage offence and a maximum penalty of five years for breach of a forced marriage protection order.

Staff must report concerns regarding forced marriage to the DSL immediately to ensure safeguarding procedures can be implemented by informing Head of School, Children and Families social care and the police.

PREVENTATIVE WORK: EDUCATING CHILDREN ABOUT ISSUES (PSHE APPLICATIONS)

As part of developing a healthy, safer lifestyle, pupils at Westbury are taught to recognise and manage risks in different situations and then decide how to behave appropriately (including those within the digital world).

- to judge what kind of physical contact is acceptable and unacceptable.
- to recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help

Safeguarding policy last updated 3/2/17

- to use assertiveness techniques to resist unhelpful pressure.
- Children should feel valued, respected and able to discuss any concerns they have. Displaying helpful information including Children's Help lines (NSPCC, Child Line) could help to provide assurance that it's okay to talk.

'It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can keep themselves safe.'

'.....PSHE provides opportunities for children and young people to learn about keeping safe; and who to ask for help if their safety is threatened.....'

Safeguarding Children and Safer Recruitment in Education 2007

Guidance for All staff on Adult Initiated Physical Contact

Westbury School encourages all pupils to express their feelings appropriately and safely. However, even well intentioned, physical contact can be misconstrued by a pupil or an observer. Therefore staff **should not** initiate physical contact unless under a stringent set of agreed circumstances. If a pupil is distressed to the point physical contact is needed staff should ensure this contact is age appropriate.

If a child complains of feeling hurt a first aider should be requested. The first aider should request another staff member be present should they need to lift clothes to examine an injury ensuring a witness is beside them. The member of staff should explain to the pupil why contact is necessary and what form the contact will take before and during the physical contact. There should be 2 staff present at all times. A body will be completed by an impartial member of staff after every physical intervention.

Staff need to be aware of cultural and religious views about touching and be sensitive to issues of gender. If you are unsure and it is not an emergency, please seek advice from SMT and or DSL.

Guidance for this statement has been taken from: Guidance for safer working practice for those working with children and young people in education settings October 2015

Managing the Risks Associated with Social Networking and Mobile Technologies

This may consist of Cyber-bullying, sexual Exploitation / grooming and Sexting. Westbury school has a rigorous e-safety policy and procedures in place which are updated regularly and ratified by governors.

Unexpected Child Deaths

The joint responsibilities of the professionals involved with the child include :

- Responding quickly to the child's death in accordance with the locally agreed procedures;
- Maintaining a rapid protocol with agencies, consistent with the Kennedy principles and current investigative practice from the association of Chief Police Officers.

Working together to Safeguard children March 2013

In the event of a death of a pupil unexpected or sudden at home or in the community that attends Westbury school the school would follow the Local Authority Safeguarding boards Regulations 2006 notifying them on receipt of the news and assist providing as much information as possible on request by the Authority regarding the pupil. The school would

Safeguarding policy last updated 3/2/17

offer support to the family of the pupil. Working Together to Safeguard Children march 2013 provides further information about the processes of the death of a child.

See appendix for Types of Abuse and neglect.

This policy was reviewed By Marcus Wells (Head of School) DSL, Sharon Wilkins DSL and Keeley Williamson DSL

Signed Tom Shaw Safeguarding Governor

Date February 2017

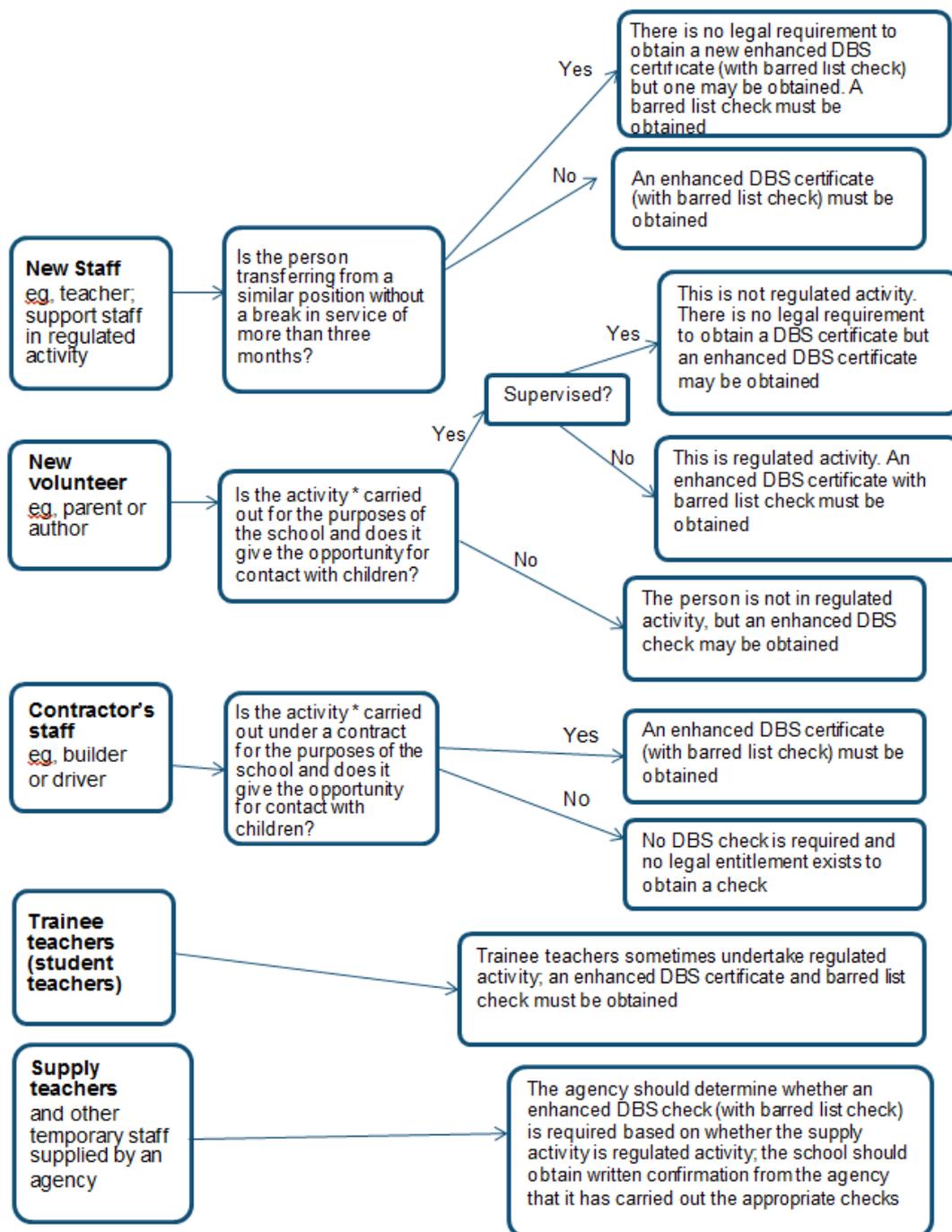
Next Review Date: 8th February 2018

Appendix A: Disclosure and Barring Service checks

These are the types of checks available to those working with children:

Type of check	What the check involves	Positions eligible for this level of check
Standard check	Check of the Police National Computer records of convictions, cautions, reprimands and warnings.	The position being applied for must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.
Enhanced check	Check of the Police National Computer records plus other information held by police such as interviews and allegations. This information must be relevant to the sector and be approved by the police for inclusion on the certificate.	The position being applied for must be covered by an exempted question in both the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and in Part 5 of the Police Act 1997 (Criminal Records) Regulations.*
Enhanced criminal record check with children's and/or adult's barred list information	Check of the Police National Computer records plus other information held by police plus check of the DBS Children's Barred List plus check of the DBS Adults' Barred List.	The position must be eligible for an enhanced level criminal record check as above and be for a purpose listed in Regulation 5 of the Police Act 1997 (Criminal Records) Regulations* as able to check the barred list(s).

Appendix B : Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Appendix C : Statutory guidance - regulated activity (children) - Supervision of activity with children which is regulated activity when unsupervised.

This statutory guidance on the supervision of activity with children which is regulated activity when unsupervised is also published separately on GOV.UK.

1. This document fulfils the duty in legislation^{i,ii} that the Secretary of State must publish statutory guidance on supervision of activity by workers with children, which when unsupervised is regulated activity. This guidance applies in England, Wales and Northern Ireland. It covers settings including but not limited to schools, childcare establishments, colleges, youth groups and sports clubs.
2. For too long child protection policy has been developed in haste and in response to individual tragedies, with the well-intentioned though misguided belief that every risk could be mitigated and every loophole closed. The pressure has been to prescribe and legislate more. This has led to public confusion, a fearful workforce and a dysfunctional culture of mistrust between children and adults. This Government is taking a different approach.
3. We start with a presumption of trust and confidence in those who work with children, and the good sense and judgment of their managers. This guidance applies when an organisation decides to supervise with the aim that the supervised work will not be regulated activity (when it would be, if not so supervised). In such a case, the law makes three main points:
 - there must be supervision by a person who is in regulated activityⁱⁱⁱ ;
 - the supervision must be regular and day to day; and
 - the supervision must be “reasonable in all the circumstances to ensure the protection of children”.

The organisation must have regard to this guidance. That gives local managers the flexibility to determine what is reasonable for their circumstances. While the precise nature and level of supervision will vary from case to case, guidance on the main legal points above is as follows.

4. Supervision by a person in regulated activity/regular and day to day: supervisors must be in regulated activity themselves^{iv}. The duty that supervision must take place “on a regular basis” means that supervision must not, for example, be concentrated during the first few weeks of an activity and then tail off thereafter, becoming the exception not the rule. It must take place on an ongoing basis, whether the worker has just started or has been doing the activity for some time.

5. Reasonable in the circumstances: within the statutory duty, the level of supervision may differ, depending on all the circumstances of a case. Organisations should consider the following factors in deciding the specific level of supervision the organisation will require in an individual case:

- ages of the children, including whether their ages differ widely;
- number of children that the individual is working with;
- whether or not other workers are helping to look after the children;

- the nature of the individual's work (or, in a specified place such as a school, the individual's opportunity for contact with children);
 - how vulnerable the children are (the more they are, the more an organisation might opt for workers to be in regulated activity);
 - how many workers would be supervised by each supervising worker.
- 6. In law, an organisation will have no entitlement to do a barred list check on a worker who, because they are supervised, is not in regulated activity.

EXAMPLES

Volunteer, in a specified place

Mr Jones, a new volunteer, helps children with reading at a local school for two mornings a week. Mr Jones is generally based in the classroom, in sight of the teacher. Sometimes Mr Jones takes some of the children to a separate room to listen to them reading, where Mr Jones is supervised by a paid classroom assistant, who is in that room most of the time. The teacher and classroom assistant are in regulated activity. The head teacher decides whether their supervision is such that Mr Jones is not in regulated activity.

Volunteer, not in a specified place

Mr Wood, a new entrant volunteer, assists with the coaching of children at his local cricket club. The children are divided into small groups, with assistant coaches such as Mr Wood assigned to each group. The head coach oversees the coaching, spends time with each of the groups, and has sight of all the groups (and the assistant coaches) for most of the time. The head coach is in regulated activity. The club managers decide whether the coach's supervision is such that Mr Wood is not in regulated activity.

Employee, not in a specified place

Mrs Shah starts as a paid activity assistant at a youth club. She helps to instruct a group of children, and is supervised by the youth club leader who is in regulated activity. The youth club managers decide whether the leader's supervision is such that Mrs Shah is not in regulated activity.

In each example, the organisation uses the following steps when deciding whether a new worker will be supervised to such a level that the new worker is not in regulated activity:

- consider whether the worker is doing work that, if unsupervised, would be regulated activity. If the worker is not, the remaining steps are unnecessary;
 - consider whether the worker will be supervised by a person in regulated activity, and whether the supervision will be regular and day to day, bearing in mind paragraph 4 of this guidance;
- consider whether the supervision will be reasonable in all the circumstances to ensure the protection of children, bearing in mind the factors set out in paragraph 5 of this guidance above; and if it is a specified place such as a school:
- consider whether the supervised worker is a volunteer^v.

i Safeguarding Vulnerable Groups Act 2006, amended by Protection of Freedoms Act 2012: Schedule 4, paragraph 5A: guidance must be "for the purpose of assisting" organisations "in deciding whether supervision is of such a kind that" the supervisee is not in regulated activity.

ii Safeguarding Vulnerable Groups (Northern Ireland) Order 2007, Schedule 2, paragraph 5A, is as above on guidance on "supervision" for Northern Ireland.

iii If the work is in a specified place such as a school, paid workers remain in regulated activity even if supervised.

- iv In future, the Government plans to commence a statutory duty on an organisation arranging regulated activity (under the 2006 Act or 2007 Order, both as amended) to check that a person entering regulated activity is not barred from regulated activity; and plans to commence a stand-alone barring check service by the new Disclosure and Barring Service.

Appendix D : Types of abuse and neglect

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

25. **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.

26. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

27. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

28. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix E : Regulated activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. HM Government have produced a factual note on Regulated Activity in relation to Children: scope.

Regulated activity includes:

- a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,
- b) work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

Work under (a) or (b) is regulated activity only if done regularly.²⁶ Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:

c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;²⁷
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Appendix F : Opportunities for teaching pupils about safeguarding at Westbury

- British Values are taught through timetables Citizenship lessons
- E-safety posters are present in most classrooms where appropriate.
- The danger of drugs is covered through PHSE lessons, plus a drugs councillor has been working with some of our 'high risk' pupils in this area
- Safeguarding posters are around the school in prominent areas for both pupils and staff
- Established and maintained standards of behaviour that require respectful treatment of all in the classroom.
- Assessment takes into account a person's culture i.e. difficulties with the English Language, different test taking skills.
- Each pupils interventions are based on their identified strengths and weaknesses not on preconceived ideas about the pupils culture or background.
- Teachers motivate all pupils to realise their potential regardless of cultural background, ability or aspirations.

Appendix G

Childcare Disqualification Requirements – Guidance for Schools

Just before half-term we received supplementary advice to the “Keeping Children Safe” Statutory Guidance from the DfE detailing a new requirement for childcare disqualification checks to be carried out on relevant staff working in schools and academies.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362919/Keeping_children_safe_in_education_childcare_disqualification_requirements_-_supplementary_advice.pdf

These checks arise from the Childcare (Disqualification) Regulations 2009, which in turn arose out of the Education Act 2006.

The Regulations prohibit anyone who is disqualified themselves under the Regulations, or who lives in the same household as a disqualified person, from working in relevant settings, including in schools.

What are relevant staff and relevant settings?

The following categories of staff in nursery, primary or secondary school settings are covered by the Childcare (Disqualification) Regulations 2009.

- staff who work in early years’ provision (including teachers and support staff working in school nursery and reception classes);
- staff working in later years’ provision for children who have not attained the age of 8 including before school settings, such as breakfast clubs, and after school provision;
- staff who are directly concerned in the management of such early or later years’ provision.

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Appendix H

Further guidance

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

* Child Sexual Exploitation ‘What to do if you suspect a child is being sexually exploited’

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

* Female Genital Mutilation (FGM) <http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>

* Children who may have been trafficked

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

* Gang and Knife Crime DCSF – 00064-2010

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_children_Gang_activity.pdf

* Homophobic, Transphobic Bullying

<https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>

* Guidance is also available on the Nottingham City Safeguarding Children Board Website for Children with Looked After Status and Children Missing from Home and Care * Private fostering arrangements-
www.privatefostering.org.uk

* Further information and guidance around Disqualification by Association produced by Nottingham City Council’s HR Advisory Service can be found here in the Downloads section:
<http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19323>

Schools and Partnerships

Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for pupils. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable pupils. Examples of this are:.

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* Parental E-learning (free): Child Sexual Exploitation is a high profile issue. Secondary schools and academies are asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness in identifying and responding to child sexual exploitation from a preventative or early intervention perspective. <http://www.paceuk.info/the-problem/keep-them-safe/>

* Pint Size Theatre: Secondary Schools and Academies in Nottingham can access a performance of Pintsize Theatre's 'LUVU2' production. It is an interactive play aimed at raising awareness of Child Sexual Exploitation (CSE) with young people aged 13-14 (year 9). Contact is via email www.pintsizetheatre.co.uk or Tel: 0115 8419853.

* NSPCC Child line Project: (funded through the DfE) The project is free of charge to all primary schools and pupils in Years 5 & 6. Raising awareness through interactive classroom

sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with children about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email:- EGrishin@NSPCC.org.uk or Tel: 0115 9258602.