



**THE WHITE HILLS PARK FEDERATION TRUST
POLICY ON CHILD PROTECTION TO SAFEGUARD AND PROMOTE THE WELFARE
OF CHILDREN**

Designated Safeguarding Officers	Deputy	Site
Ms Suzanne Plimmer	Mrs Nicola Caley	Alderman White School
Mr James Macdonald	Miss Faye Parker	Bramcote College
Mr Paul Broadley	Mrs Sharon Cotterill	The Bramcote School

Designated Director for Safeguarding

Mrs Ruth Brittle

Local Area Designated Officer

Eva Callaghan

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Introduction

The White Hills Park Federation Trust (WHP Federation) is fully committed to safeguarding the welfare of all children and young people. It recognises its responsibility to take all reasonable steps to promote safe practice and to protect children from harm, abuse and exploitation. The WHP Federation acknowledges its duty to act appropriately to any allegations, reports or suspicions of abuse. All staff, directors and volunteers will endeavour to work together to encourage the development of an ethos which embraces difference and diversity and respects the rights of children, young people and adults. In implementing this child protection policy the WHP Federation will:

- Communicate to all staff, directors and volunteers their legal and moral responsibility to protect children and young people from harm, abuse and exploitation.
- Communicate to all staff, directors and volunteers their responsibility to work to the standards that are detailed in the Nottinghamshire Safeguarding Children Board (NSCB) Child Protection Procedures and the need to work at all times towards maintaining high standards of practice in protection of children.
- Ensure that all staff have undertaken thorough child protection training provided by the NSCB and confirm with individual their duty to report concerns that arise about a child or young person, or a worker's conduct towards a child/young person, to the appropriate DSO.
- Ensure that the Designated Safeguarding Officers have undertaken basic training (as above) and level two training (Working Together to Safeguard Children) provided by the NSCB and that they understand his/her responsibility to refer any child protection concerns to the statutory child protection agencies (i.e. Police and/or Children's Social Care).
- Ensure that any procedures relating to the conduct of staff are implemented in a consistent and equitable manner.
- Ensure all staff, directors and volunteers further develop their skills and knowledge in relation to the welfare and protection of children and young people.
- Facilitate opportunities for children and young people to express their ideas and views on a wide range of issues in connection with the service they are provided with and to have access to the WHP Federation's Complaints Procedure.
- Facilitate involvement of parents or carers in the work of the WHP Federation and to make child protection policies and procedures available to them.
- Endeavour to keep up-to-date with national developments relating to the welfare and protection of children and young people.

The WHP Federation adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. This ethos means parents and children feel able to discuss any concerns and will see the Federation as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

This policy applies to all WHP Federation staff (permanent and temporary), directors, volunteers and visitors.

This policy should be read in conjunction with 'Keeping Children Safe in Education, September 2016, Working Together to Safeguard Children (2015), What to do if you think a child is being abused (2015) and Information Sharing (2015).

The White Hills Park Federation Trust will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the WHP Federation whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse, and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including checks with the Disclosure and Barring Service (DBS) and List 99 checks.
- Ensure all new staff undertake thorough training with regard to the WHP Federation Child Protection Procedures (see Appendix 5) so that all staff and Directors are able to report a safeguarding concern and can access a DSO in order to do so.

There are four main elements to our Child Protection Policy:

- Prevention (e.g. positive Federation atmosphere, teaching and pastoral support to pupils);
- Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- Support (to pupils and Federation staff and to children who may have been abused);
- Working with parents (to ensure appropriate communications and actions are undertaken).

Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within the WHP Federation and the LA who have specific responsibilities. The names of those carrying these responsibilities for the current year are listed below and shall be referred to as the Designated Safeguarding Officer (DSO). The DSO is a senior member of one of WHP Federation schools' leadership teams.

Roles and Responsibilities of the DSO:

Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies;
- Liaise with Executive Headteacher/Head of School (where role is not carried out by the Executive Headteacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.
- Maintain all relevant records and monitor and track each individual referral

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of how Nottinghamshire's Safeguarding Children's Board operate, the conduct of a child protection case conference, and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the WHP Federation's child protection policy especially new or part-time or temporary staff who may have worked within different educational establishments;
- Ensure all staff have thorough induction training covering child protection and are able to recognise and report any concerns immediately they arise;
- Be able to keep detailed, accurate and secure written records of referrals/concerns;
- Obtain access to resources and attend any appropriate or refresher training courses on an annual basis and cascade any such training to other staff as appropriate.

Raising Awareness

- Ensure the WHP Federation's child protection policy is updated and reviewed annually, and work with the Directors regarding this;
- Ensure parents are aware of the child protection policy (via the Federation's and individual schools' websites) which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- When children leave the WHP Federation, ensure their child protection file is sent to the new school as soon as possible, but transferred separately from the main pupil file through the appropriate Local Authority procedures.

Roles and Responsibilities of the Executive Headteacher

The Executive Headteacher of the WHP Federation will ensure that:

- The policies and procedures adopted by the Directors are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the DSO and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff, directors and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the WHP Federation's 'Confidential Reporting/Whistleblowing Policy'.

Role and Responsibilities of the Board of Directors

The WHP Federation Board of Directors is responsible for ensuring that:

- The WHP Federation has effective policies and procedures in place in accordance with this guidance, and monitoring compliance with them;
- Neither the Board of Directors, nor individual directors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff);
- There is an individual member of the governing body to champion child protection issues within the WHP Federation, liaise with the Executive Headteacher about them, and provide information and reports to the Board of Directors. However, it is not usually appropriate for that person to take the lead in dealing with allegations of abuse made against the Executive Headteacher. That is the role of the Chair of Directors;
- Where the Board of Directors acts collectively or an individual member takes the lead, it is helpful if all Directors undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities;

- The DSOs, in addition to basic child protection training, undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB, and refresher training at yearly intervals, to keep their knowledge and skills up-to-date, and provide advice and support to other staff;
- The Executive Headteacher, Directors and all staff who work with children, are DBS and prohibition checked and undertake appropriate training which is kept up-to-date by refresher training annually and that records be kept of such training.
- Temporary staff and volunteers who work with children are DBS checked and made aware of The White Hills Park Federation Trust's arrangements for child protection and their responsibilities.

The nominated **Director for Safeguarding is Mrs Ruth Brittle.**

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Ms Suzanne Plimmer	Mrs Nicola Caley	Alderman White
Mr James Macdonald	Miss Faye Parker	Bramcote College
Mr Paul Broadley	Mrs Sharon Cotterill	The Bramcote School

The Local Authority Child Protection contacts are:

Eva Callaghan, Local Authority Designated Officer (LADO)
 0115 8041272 email: eva.callaghan@nottscc.gov.uk
 Chris Fields, HR Officer with responsibility for child protection - 0115 9773529
 The Multi-Agency Safeguarding Hub (MASH) – 0300 500 8090
 Nottingham City Referrals- 0115 8764800

These procedures have been designed to ensure that the welfare and protection of any child and/or young person who accesses the services provided by the WHP Federation. The procedures recognise that child protection can be a very difficult subject for staff, volunteers and directors to deal with to the extent that it is sometimes easier to close your eyes to what is happening or believe that it is somebody else's problem to deal with.

The Federation is committed to safeguarding and promoting the welfare of all its pupils/students. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

All of the above is in accordance with the WHP Federation's Equal Opportunities Policy, which is available on the WHP Federation website. This policy is published on the WHP Federation's website.

Recognising the Signs and Symptoms of Abuse

The White Hills Park Federation Trust will ensure that all staff members whether paid or unpaid, undertake training to gain a basic awareness of the signs and symptoms of child abuse (**see appendix 1**).

In addition to these signs, a child or young person's safety can come to light in a variety of ways. For example:

- a child or young person alleges that abuse has taken place or that they feel unsafe;
- a third party or anonymous allegation is received;
- a child or young person's appearance, behaviour, play, drawing or statements cause suspicion of abuse and/or neglect;
- a child or young person reports an incident(s) of alleged abuse which occurred some time ago;
- a report is made regarding the serious misconduct of a worker towards a child or young person.

Stages to follow:

The WHP Federation recognises that it has a duty to act on reports or suspicions of abuse. It also acknowledges that taking action in cases of child abuse is never easy. However the WHP Federation believes that the safety of the child should override any doubts or hesitations. When worrying changes are observed in a child's or young person's behaviour, physical condition or appearance staff will:

Stage 1

- Initially talk to a child/young person about what you are observing. It is okay to ask questions, for example: "I've noticed that you don't appear yourself today, is everything okay? But never use leading questions
- Listen carefully to what the young person has to say and take it seriously;
- Never investigate or take sole responsibility for a situation where a Child/young person makes a disclosure;
- Always explain to children and young people that any information they have given will have to be shared with others;
- Notify one of the WHP Federation DSOs.
- Record what was said as soon as possible after any disclosure; the person who receives the allegation or has the concern should complete the pro-forma (See Appendix 2) and ensure it is signed and dated.
- Respect confidentiality and file documents securely;

Stage 2

- DSO will take immediate action if there is a suspicion that a child has been abused or likely to be abused. In this situation the DSO will contact the police and/or Nottinghamshire County Children's Social Care.
- The DSO can also seek advice and clarity about a situation that is beginning to raise concern via the relevant duty team for Nottinghamshire Children's Social Care or via the MASH Team, Tel: 0300 500 80 90
- Specific advice about issues concerning South Asian children can be sought on the NSPCC National Child Protection Asian Helpline on 0800 096 7719.

Managing Allegations made against a member of Staff or Volunteer

The WHP Federation will ensure that any allegations made against members or a member of staff will be dealt with swiftly and in accordance with these procedures:

- The member of staff must ensure that that the child is safe and away from the person against whom the allegation is made.
- The DSO for child protection should be informed immediately. In the case of an allegation involving the DSO, alternative arrangements should be sought to ensure that the matter is dealt with by an independent person. (Note: this could be a Director or anyone who is in a senior position within **the WHP Federation** and believed to be independent of the allegations being made).
- The DSO should contact the Local Authority Designated Officer (LADO – Eva Callaghan, who can be contacted via 0115 8041272) for advice on how to proceed with the immediate situation. Outside of working hours the Emergency Duty Team can give advice and/or in the event of an emergency situation arising, the police should be contacted for discussion.
- The individual who first received/witnessed the concern should make a full written report on The White Hills Park record of concern form (see appendix 2), heard and/or told as soon as possible after observing the incident/receiving the report. It is important that the report is an accurate description. The DSO can support the member of staff during this process but must not complete the report for them. This report must be made available on request from either the police and/or social services.
- Regardless of whether a police and/or social services investigation follows, **the WHP Federation** will ensure that an internal investigation takes place and consideration is given to the operation of disciplinary procedures. This may involve an immediate suspension and/or ultimate dismissal dependant on the nature of the incident.

Records and Monitoring

Any concerns about a child will be recorded in writing immediately the concern is raised. 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.

At no time will 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, the body map attached (See appendix 3) will be used in accordance with recording guidance. Any concerns will be reported and recorded without delay to the appropriate safeguarding services, eg MASH or the child's social worker if already an open case to social care.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'child protection file', which will be stored and double locked securely 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. Each child protection file will contain a chronology (see Appendix 4).

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 are from serious case reviews are in terms of recording and sharing information.

The child protection file

The establishment of a 'child protection file' file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection

plan, looked after child, child in need may be looked at differently to a child recently bereaved, parental health issues etc. Professional judgement is an important factor when making this decision and clear links between are in place for pastoral staff and DSO in school.

A 'child protection' file will be commenced in the event of active social care involvement. These files are referred to as 'Live' files whilst social care involvement continues. When social care cease to be involved with a child/family the child protection file still exists but is no longer considered 'live'.

Within a child's 'concern' file that there is a:

- Front sheet Chronology.
- A record of concern in more detail and body map where appropriate.
- A record of concerns and issues shared by others and other appropriate documentation

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

Accurate records are kept up to date and reviewed regularly by the DSO to evidence and support actions taken by staff in discharging their safeguarding duties. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account and are important if there are any criminal proceedings arising from current or historical allegations of abuse or neglect. These notes must be signed and dated by the author.

Files may be taken for the purpose of external scrutiny for example for a serious case review or for audit.

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the child protection file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed and roles and responsibility of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity, the full recording will be on a record of concern.

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

The DSO will ensure a systematic means of monitoring children known or thought to be at risk of harm (through the child protection file and through an ongoing dialogue with pastoral staff), and will ensure that we contribute to assessments of need and support multi-agency plans for those children. The child protection file can be live or non-active in terms of monitoring ie a child is no longer LAC, subject to a child protection plan or EHAF (when appropriate) and this level of activity is recorded on the chronology as a start and end date. If future concerns then arise it will become 'live' again and indicated as such on the chronology - and through the use of the chronology to review this as new information arises.

Transfer of Records between Schools

If the child moves to another school, the following procedure takes place: the child protection file will be sent securely or taken (as part of the admission/transition arrangements) to the DSO at the new establishment/school, and a receipt obtained. There will be a timely liaison between the two DSO's in order to ensure a smooth and safe transition for the child. A copy of the pupil information chronology will be retained in school.

Links to WHP Federation Policies

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

- Anti-Bullying Policy
- Behaviour Policy (including reference to Physical Restraint and use of Reasonable Force)
- Complaints Procedure
- Confidential Reporting Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Keeping Classrooms Safe
- Safer Recruitment Procedures/policy (see Appendix 8 for additional information)
- Sex and Relationships Policy
- Staff Behaviour/Code of Conduct
- Staff Discipline, Conduct and Grievance Policy
- Supporting Pupils at school with Medical Conditions Policy

Appendix 1

Types 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. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

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.

Children abused through Sexual Exploitation

What is child sexual abuse through exploitation?

A form of sexual abuse, in which a child/young person is manipulated or forced into taking part in a sexual act. The abuser may physically or verbally threaten or be violent towards them. They will manipulate, groom and try to isolate the child/young person from friends and family. The abuser may control a child/young person through physical or psychological means or through the use of drugs for a sexual purpose. The child/young person may think that their abuser is their friend, or even their boyfriend or girlfriend. Children/young people may be moved within the UK, also referred to as internal trafficking or trafficked into the UK from other countries for the purpose of sexually abusing them.

Child sexual abuse through exploitation can include the grooming of children/young people online for the purpose of sexually abusing them.

This might involve an adult pretending to be a child, befriending the child/young person through online chat rooms, social networking websites, email, etc

- asking children/young people to participate in non-contact sexual activities such as engaging in sexual conversations online or via mobile telephone
- asking children/young people to take and share indecent images of themselves online or through a mobile telephone
- asking children/young people to display sexualised behaviours or perform sexual acts that are recorded or shared live via webcam
- the creation, storage and distribution of child abuse images also referred to as child pornography
- arranging to meet a child/young person face to face for the purpose of sexually abusing them.

Who is affected by child sexual abuse through exploitation?

This type of abuse could happen to any child/young person from any background. It happens to boys and young men as well as girls and young women.

- They could be looked after or are leaving residential or foster care
- Migrant or unaccompanied asylum seeking children/young people.
- They may have experienced previous forms of abuse and maybe involved in gangs.
- The victims of abuse are not at fault, abusers are very clever in the way they manipulate, groom and take advantage of the children/young people they abuse.

What are the signs of child sexual abuse through exploitation?

Here are a number of tell-tale signs a child/young person may be being groomed for sexual exploitation, this is not an exhaustive list.

- Regularly miss school or not taking part in education
- Saying out at nights, regularly return home late and/or returns home after long intervals and appears well cared for. Defensive about where they have been and what they've been doing.
- Appear with unexplained gifts or new possessions, money, mobile phones, clothes, jewellery, etc
- Suffers from sexually transmitted infections
- Mood swings or changes in emotional wellbeing, use of language, their physical appearance.
- Displays inappropriate sexualised behaviour
- Are secretive or withdrawn. Look tired or ill, sleeping during the day
- Associate with older men and develop a relationship of a sexual nature with a significantly older man or a woman.
- Use drugs and alcohol
- Receive more phone calls or text messages than usual
- Marks or scars on their body which
- they try to conceal by refusing to undress or uncover parts of their body
- behaviour or suicidal tendencies

Child Trafficking

Children and young people are usually recruited by coercive or subversive means, taken on dangerous journeys with false papers and ID and, at their destination, they are kept in a controlled environment by means of threats or violence. Some children may be escorted by a person stating that they are a relative. Most children are trafficked for financial gain such as domestic servitude, sexual exploitation, benefit fraud, sweat-shop work in catering or agriculture, illegal adoption and many more.

There are strong links between internal trafficking and the grooming of vulnerable children and organised sexual abuse.

Where there is a concern that children are being trafficked within the UK, consideration should be given as to whether the child/children is being sexually exploited.

Identification of trafficked children may be difficult as they might not show obvious signs of distress or abuse. Some children are unaware that they have been trafficked, while others may actively participate in hiding that they have been trafficked. Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is not considered possible for children to give informed consent. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

Possible Indicators of risk of Internal Trafficking could include:

- The existence of poor family relationships;
- Experience of childhood sexual abuse;
- Experience of domestic violence;
- Low self-esteem;
- A care background;
- Parental mental health and addictions; and
- Personal drug and alcohol use.

Internal trafficking' usually involves the exploitative activities of connected groups of men.

The recruitment of victims is described as following the stages of the grooming process. While initially posing as 'boyfriends', perpetrators may target and approach victims in known areas where young people congregate; such as bus stations, car parks, shopping centres, fast food outlets and taxi ranks etc.

Using flattery, gifts and other forms of coercion, potential victims are treated as 'grown up', while the perception of a friendship is instilled. Often a sexual relationship will develop. This will be paralleled by a process of manipulation through, for example coercion into drug use, enticement to go missing from home for short periods, and subsequent encouragement of family estrangement.

The latter stages of the 'recruitment' process will involve 'boyfriends' playing on a young person's feelings of loyalty, guilt, shame and fear to create a dependency. There may also be threats of violence and subsequent withdrawal of affection.

Forced Marriage

In a forced marriage, one or both spouses do not consent to the arrangement of the marriage and some elements of duress are involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child.

Forced marriage involving anyone under the age of 18 constitutes a form of child abuse. A child who is forced into marriage is at risk of significant harm through physical, sexual or emotional abuse. Forced marriage can have a negative impact on a child's health and development, and can also result in sexual violence including rape. If a child is forced to marry, he or she may be taken abroad for an extended period of time which could amount to child abduction. In addition, a child in such a situation would be absent from school resulting in the loss of educational opportunities, and possibly also future employment opportunities. Even if the child is not taken abroad, they are likely to be taken out of school so as to ensure that they do not talk about their situation with their peers.

Fabricated or Induced Illness

Fabricated or Induced Illness is a condition whereby a child's clinical presentation is not adequately explained by any confirmed genuine illness, and the situation is impacting upon the child's health and social wellbeing. This may be called 'perplexing presentations' or 'Medically Unexplained Symptoms'. The rarer 'true' FII involves the child suffering harm through the deliberate action to falsify specimens or

investigations, or induction of actual illness in the child, or deception of medical services by her/his main carer.

For many children and young people who present with 'perplexing presentations' or 'medically unexplained symptoms' paediatricians will be able to work with the family to make after a careful medical assessment, draw a line reassure the family that further investigation or specialist opinion is not required and could be detrimental to the child or young person's best interests.

Concerns will be raised for a small number of children when it is considered that the health or development of a child is likely to be significantly impaired or further impaired by the actions of a carer or carers having fabricated or induced illness.

The range of symptoms and body systems involved in the spectrum of fabricated or induced illness are extremely wide.

Whilst 'true' cases of Fabricated Illness are relatively rare, it is a potentially lethal form of abuse. The more common 'perplexing presentations' or 'medically unexplained symptoms' do not necessarily involve deliberate deception but can still result in significant harm to the child or young person. It is important that the focus is on the outcomes or impact on the child's health and development and not initially on attempts to 'diagnose' the parent or carer.

There are three main ways of the carer fabricating or inducing illness in a child:

- Fabrication of symptoms, including fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids;
- Induction of illness by a variety of means e.g. smothering to induce apnoea (stopping breathing), poisoning, deliberately withholding food or medication.

The above three methods are not mutually exclusive.

Harm to the child may be caused by them experiences one or more of the following:

- A disordered perception of illness and health, leading to anxiety about health and abnormal illness behaviour;
- (Inadvertent) Iatrogenic harm including admission to hospital, exposure to hospital acquired infection, blood tests or X-rays;
- A greater degree of invasive medical attention than is truly justified. In extreme cases this may include surgical procedures, insertion of venous lines, artificial feeding, anaesthesia or more prolonged hospital admissions;
- Interference with normal life, including school attendance, social activities, relationships or educational achievement;
- Older children may support their parents/carer in the perplexing presentation, even to the point of being complicit with active deceit;
- Child victims of FII may be subject to prolonged legal proceedings and are at risk of further abuse and on-going morbidity due to abuse.

Female Genital Mutilation

Female genital mutilation (FGM) is a collective term for procedures, which include the removal of part or all of the external female genitalia for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. The procedure is typically performed on girls aged between 4 and 13, but in some cases it is performed on new-born infants or on young women before marriage or pregnancy.

FGM has been a criminal offence in the U.K. since the Prohibition of Female Circumcision Act 1985 was passed. The Female Genital Mutilation Act 2003 replaced the 1985 Act and makes it an offence for the first

time for UK nationals or permanent UK residents to carry out FGM abroad, or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where the practice is legal.

For more detail, please refer to the non-statutory government [Multi-Agency Guidelines on Female Genital Mutilation](#)

Indicators

Suspicions may arise in a number of ways that a child is being prepared for FGM to take place abroad. Consider whether any other indicators exist that FGM may have or has already taken place, for example:

1. Preparations are being made to take a long holiday - arranging vaccinations or planning an absence from school;
2. The child has changed in behaviour after a prolonged absence from school; or
3. The child has health problems, particularly bladder or menstrual problems.

There may be older women in the family who have already had the procedure and this may prompt concern as to the potential risk of harm to other female children in the same family.

The Children's Social Care Services team will liaise with the Paediatric services where it is believed that FGM has already taken place to ensure that a Medical Assessment takes place.

It should be remembered that this will have lifelong consequences, and can be highly dangerous at the time of the procedure and directly afterwards.

Identification and Referral:

Early identification of risks of FGM to girls, referral, planned and sustained information and support to families are needed to protect girls from undergoing FGM.

Some professionals will have greater opportunities to identify girls at risk of FGM, these include General Practitioners, paediatricians, midwives, health visitors, school nurses, accident and emergency professionals, teachers and nursery staff. These may also include specific health settings such as sexual health clinics, sexual assault centres and community contraceptive services.

In cases where girls are identified as having undergone FGM a referral to children's Services and the Police must be made. The White Hills Park Federation recognises the mandatory duty of all teachers to report disclosures on FGM about a female under 18 personally to the police.

Women who have undergone FGM are more likely to be identified through maternity services. At booking maternity health professionals should enquire sensitively about FGM and once identified respond to the women's complex needs. These women should be given information on the law on FGM and support provided to women. All women who have undergone FGM and give birth to a female child are to be referred to Children's Services for discussion and review.

Radicalisation of young people

Supporting young children who may be at risk of extremism and radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups.

There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas. The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame.

Potential signs indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- The expression of extremist views

- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

If you believe a child to be at risk of radicalisation please report it to the designated safeguarding officer who will make the appropriate investigation and where necessary refer the child to the relevant support agencies.

This supports the Governments 'Prevent Duty' (dated July 1st 2015) which states:

Schools and childcare providers are already responsible for keeping children safe, including from the risks of extremism and radicalisation, and for promoting the welfare of children in their care. The Prevent duty will reinforce these existing duties by spreading understanding of the risks and current good practice across the country. This advice is intended to help schools and childcare providers think about what they can do to protect children from the risk of radicalisation and suggests how they can access support to do this.

The advice also explains what governors and staff can do if they have any concerns relating to extremism. The Department for Education has set up a telephone helpline (020 7340 7264) to enable people to raise concerns directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk

Children and Young People affected by gangs

Children and young people who may be particularly vulnerable to suffering from the impact of gang activity and whose needs have to be addressed through this guidance are those who:

- are not involved in a gang but live in an area where there is gang activity and whose safety, well-being and achievement may be negatively affected
- are not involved in gang activity but are or may become victims of it
- those who are the children or siblings of gang members or share the same household and may become victims of gang related tensions and reprisals
- are not involved in gang activity but may be at risk of being drawn into or affected by it as a result of being, for example, siblings or children of known participants in gang related activities
- young women who are associating with gang members, often from rival gangs who are vulnerable to domestic abuse, sexual exploitation and involvement in criminality such as hiding drugs and/or weapons.
- are involved in gang activities and at risk of harm from them through, for example, drug supply, weapon use and risk of attack from own or rival gang members

Signs of Gang Involvement Include

- child withdrawing from family
- sudden loss of interest in school, and decline in attendance or achievement
- using new or unknown slang words
- unexplained possession of money or property
- staying out unusually late without reason
- sudden changes in appearance, and in particular wearing similar clothing to others they spend time with often including a particular colour or pattern
- dropping out of positive activities that they have previously been keen on
- acquiring a new street or nick-name
- unexplained physical injuries
- graffiti style 'tags' on possessions, school books, walls
- constantly talking about another young person who seems to have a lot of influence over them
- breaking off with old friends and spending time with a particular new group of young people
- increasing use of social networking sites

- adopting codes of group behaviour, such as patterns of speech or hand signs
- expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends in the past
- showing fear when entering certain areas or concern about the presence of unknown youths in their neighbourhoods

Honour Based Violence

Honour-based crimes are a child protection issue when they affect children or young people.

‘Honour-based violence’ or ‘honour-based crime’ is intended to ‘protect or defend family honour’ by preventing and punishing a person’s violations of family or community ‘norms’. According to the Metropolitan Police Service, an honour-based crime might be committed against someone who:

- Becomes involved with a boyfriend or girlfriends from a different culture or religion;
- Wants to get out of an arranged marriage;
- Wants to get out of a forced marriage;
- Wears clothes or takes part in activities that might not be considered traditional within a particular culture.

Honour-based crimes may or may not involve violence. According to the Metropolitan Police Service, an honour-based crime is not necessarily violent, and can include:

- Personal attacks of any kind, including physical and sexual violence;
- Forced marriage;
- Forced repatriation (sending someone back to a country from which they originate without their consent);
- Written or verbal threats or insults;
- Threatening or abusive phone calls, emails and instant messages.

Forced marriage and Breach of a Forced Marriage Protection order (FMPO) are criminal offences under the Anti-Social Behaviour Crime and Policing Act 2014. Whilst there is no specific legislation regarding honour-based crimes, incidents of honour-based violence will almost always constitute a crime, such as rape, sexual assault, physical assault, false imprisonment and murder. When honour-based crimes involve a child or young person, they will also constitute child abuse.

For further guidance on forced marriage, go to www.gov.uk/forced-marriage

Peer on Peer Abuse

- This is physical, sexual, emotional and financial abuse, and coercive control, exercised within young people’s relationships. Bullying is a common word which can sometimes over simplify peer on peer abuse, but a word that cannot be trivialised.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. However, abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. All staff should refer any incident of peer on peer abuse to the DSO immediately.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person’s behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or

- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

The Sexually Harmful Behaviour Team in the Youth Offending Service can offer information and guidance to help practitioners distinguish between age appropriate and abusive sexual behaviour.

	Common Behaviour	Uncommon Behaviour
Preschool Age 0-5 years	<ul style="list-style-type: none"> • Will have questions and express knowledge relating to: <ul style="list-style-type: none"> - Differences in gender and genitalia - Hygiene and toileting - Pregnancy and birth • Will explore genitals • Showing and looking at genitals 	<ul style="list-style-type: none"> • Having knowledge of specific sexual acts or explicit sexual language • Engaging in adult-like sexual contact with another child
School Age 6-8 years	<ul style="list-style-type: none"> • Will have questions and express knowledge relating to: <ul style="list-style-type: none"> - Physical development, relationships, and sexual behavior - Menstruation and pregnancy - Personal values • Experiment with same-age and gender children including games and role-playing • Self-stimulation in private 	<ul style="list-style-type: none"> • Adult-like sexual interactions • Having knowledge of specific sexual acts • Behaving sexually in public place or through the use of a phone or technology
School Age 9-12 years	<ul style="list-style-type: none"> • Will have questions and express knowledge relating to: <ul style="list-style-type: none"> - Sexual materials and information - Relationships and sexual behavior - Using sexual words and discussing sexual acts and personal values • Increased experimentation with sexual behaviors and romantic relationships • Self-stimulation in private 	<ul style="list-style-type: none"> • Regularly occurring adult-like sexual behavior • Behaving sexually in a public place
Adolescence 13-16 years	<ul style="list-style-type: none"> • Will have questions and express knowledge relating to: <ul style="list-style-type: none"> - Decision making - Social relationships and sexual customs - Personal values and consequences of sexual behavior • Self-stimulation in private • Sexual experimentation between adolescents of the same age • Voyeuristic behaviors are common • First sexual intercourse will occur for approximately one third of teens 	<ul style="list-style-type: none"> • Masturbation in public • Sexual interest directed toward much younger children

source: www.StopItNow.org

No hands on policy

The school has a non-negotiable no hands on policy and will not accept it in any form. Students are constantly reminded that they are not to put their 'hands' on anyone else for any circumstance and there are only exceptional circumstances where it would be permissible. i.e. endangerment of person[s] .

If two students are fighting whoever started the altercation would receive a greater sanction, however, the student who retaliated would also receive a sanction. Each situation would be looked at individually but while we firmly believe that everyone has the right to defend themselves in non-violent ways we also expect students to 'walk away' and contact a member of staff.

Where there is any instance of a student[s] having intentional 'hands on' a member of staff it will result in at the very minimum a fixed term exclusion. Depending upon the circumstances it may well be permanent exclusion.

If there is an instance where a member of staff has 'hands on' a student inappropriately the staff misconduct policy will be followed.

Online Safety

Young people no longer see the internet as a separate part of their lives. As such, the school will review IT systems to ensure that they effectively filter the internet without 'over-blocking' and proactively monitor online usage.

Further advice can be found on the UK 'safer internet centre' website.

Additional safeguarding vulnerabilities of learners with SEN and disabilities

Children with SEN and disabilities are more likely to be abused or neglected. The school will therefore ensure all staff are aware of their responsibilities towards this group of vulnerable learners.

Early Help

- Part of identifying vulnerable learners is ensuring that staff understand the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm.
- All staff will be trained how to identify learners who need this level of support and the Designated Safeguarding Officers will be responsible for the monitoring of these young people.
- Safeguarding is what we do for all children, whilst Child Protection refers to the procedures we use for children at risk of significant harm or who have been harmed.
- Review and monitor the list of vulnerable students on a regular basis.
- *"Think of Safeguarding as the filing cabinet, and Child Protection as one of the drawers."*

Teaching about Safeguarding

All students will be taught about Safeguarding through the PSHCE programme within a broad and balanced curriculum.

Private fostering Guidance

A private fostering arrangement is one that is made privately (not through the local authority), for the care of a child under 16 years (or under 18 if the child has a disability), by someone other than a parent or close relative with the intention that it should last for 28 days or more. To help keep children safe and support families, all parents and private foster carers must notify the local authority of their intention to enter into a private fostering arrangement. Local authorities are required to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. After an initial visit to assess the suitability of the arrangement every child in a private fostering arrangement should be visited by an officer of the local authority at intervals of not more than 6 weeks in the first year and intervals of not more than 12 weeks in any second or subsequent year.

If the White Hills Park Federation becomes aware of a private fostering arrangement that has not been notified to the local authority by parents and private foster carers (which can leave a child in a

vulnerable position) a referral to the MASH team will be made who will then enquire if the arrangement falls under the private fostering regulations and if so arrange for children's social care to check the suitability of the situation.



RECORD OF CONCERN The White Hills Park Federation

Student's name		Tutor Group	
Your account of the concern (what was said/observed/reported and by whom)			
Your name			
Your signature			
Your position in school			
Date and time of referral			
Action and Response of the Head of School/Deputy Head teacher – Inclusion and Designated Safeguarding Officer/Achievement Team			
Name of staff member who dealt with this concern			
Signature		Date	

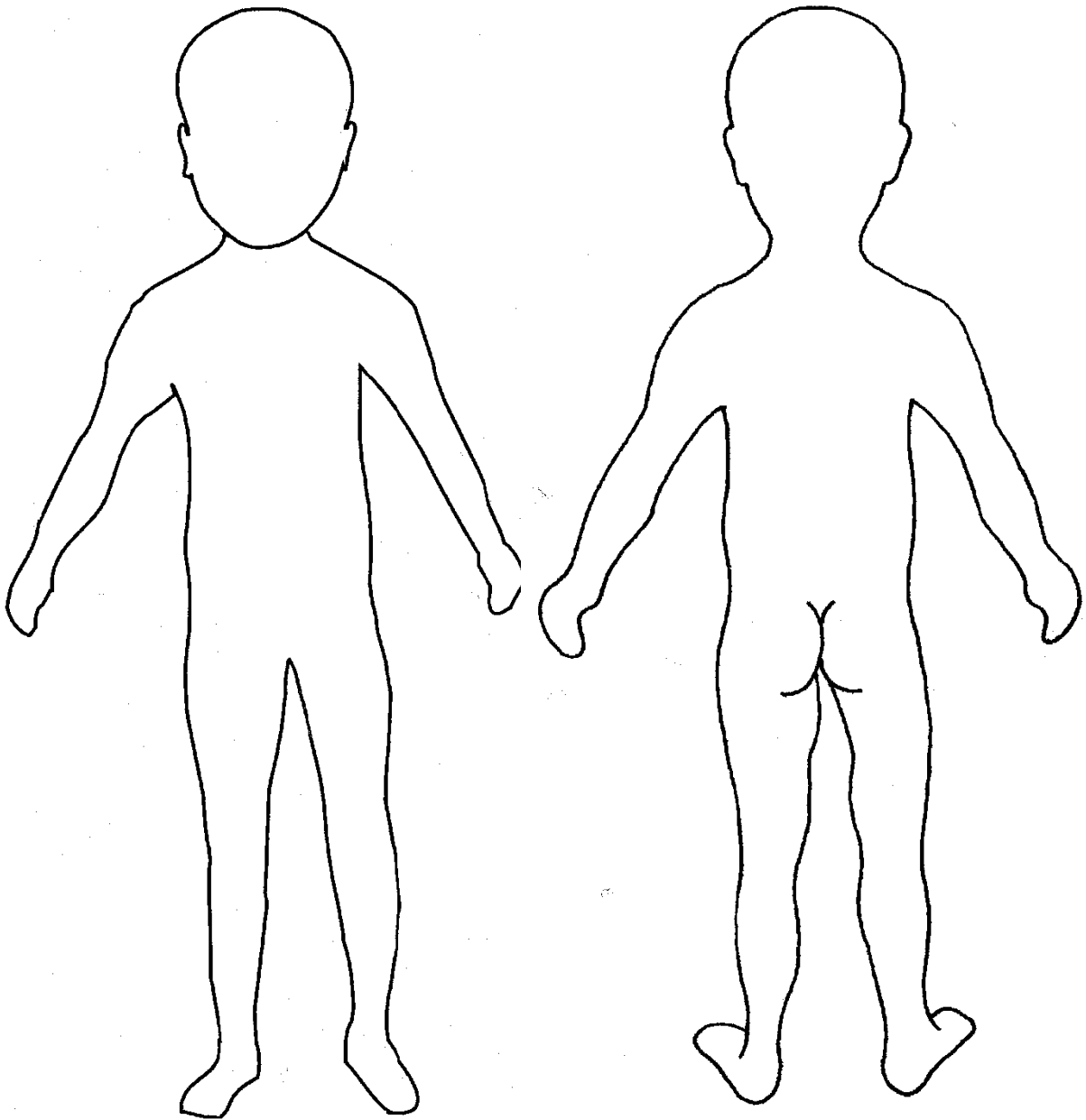
BODYMAP

(This must be completed at time of observation)

Names for Child: _____ Date of Birth: _____

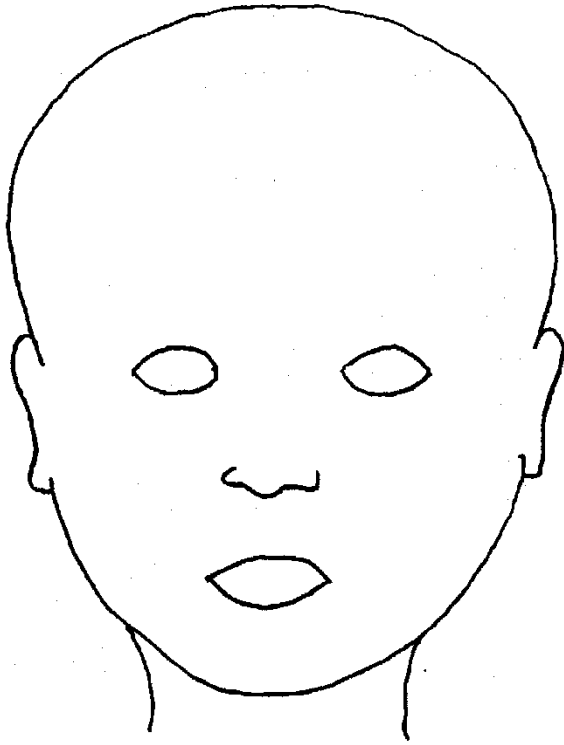
Name of Worker: _____ Agency: _____

Date and time of observation: _____

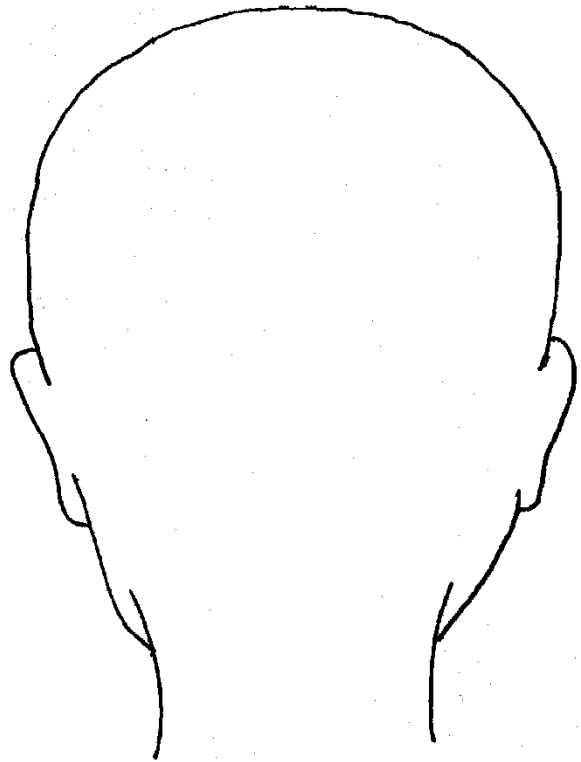


Name of Child: _____

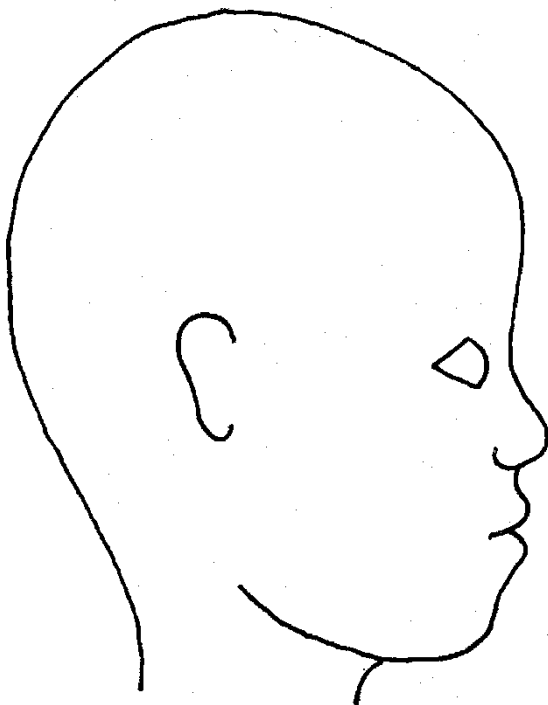
Date of observation: _____



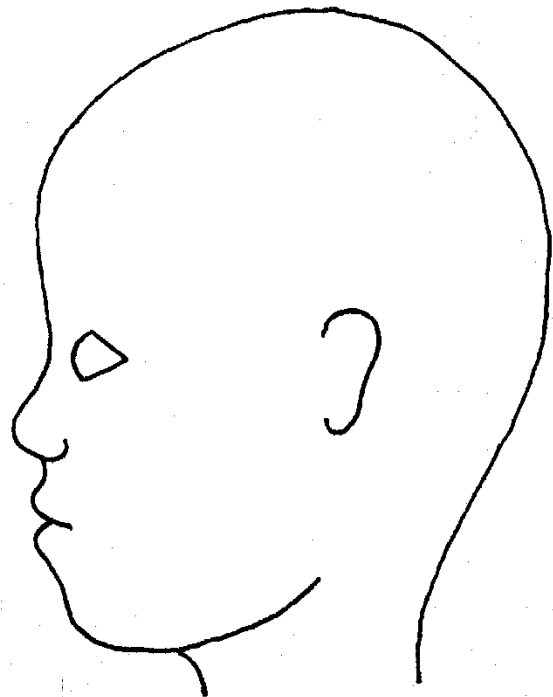
FRONT



BACK



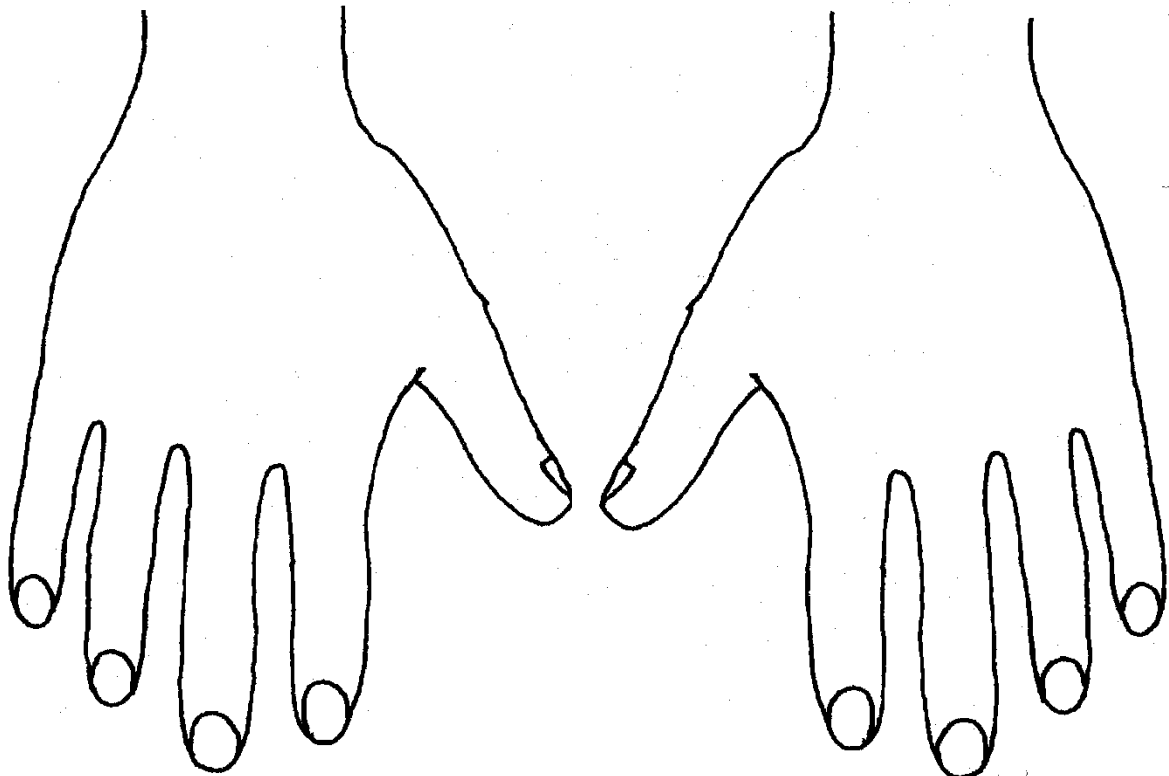
RIGHT



LEFT

Name of Child: _____

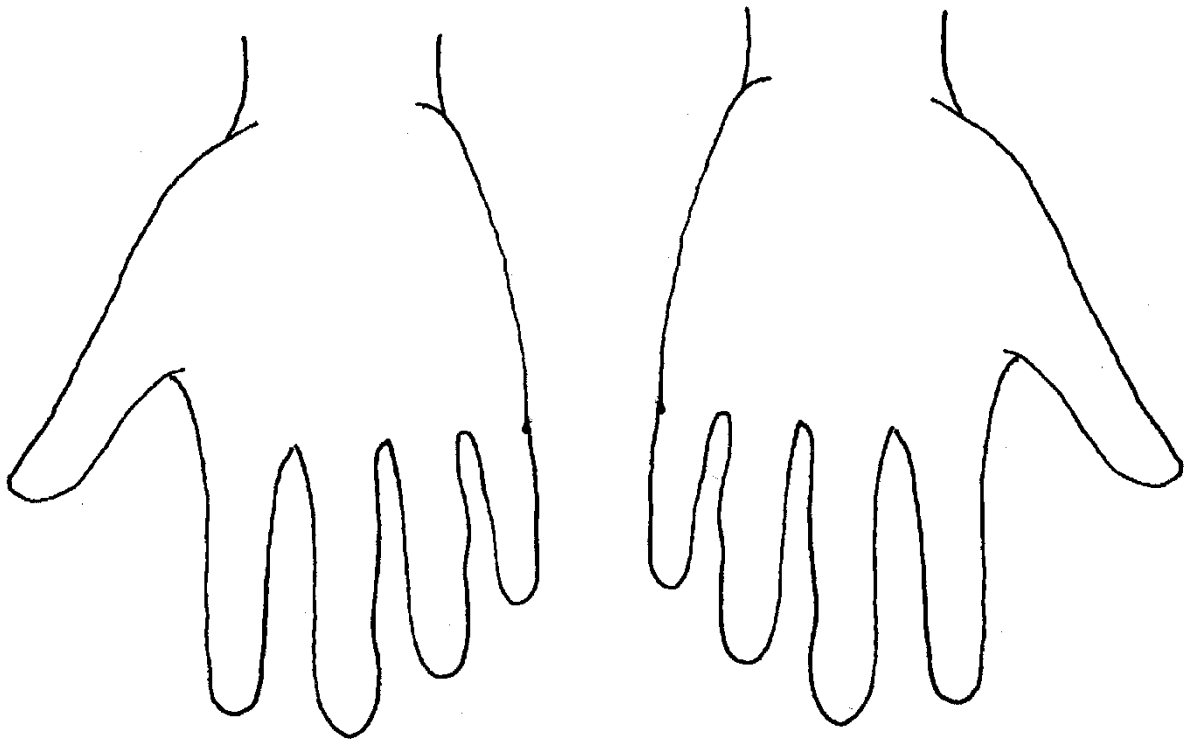
Date of observation: _____



R

L

BACK

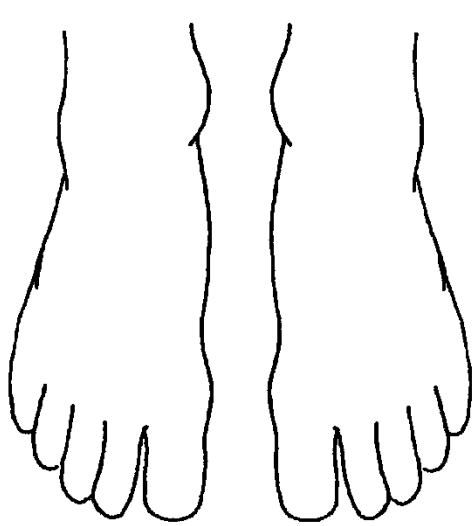


R

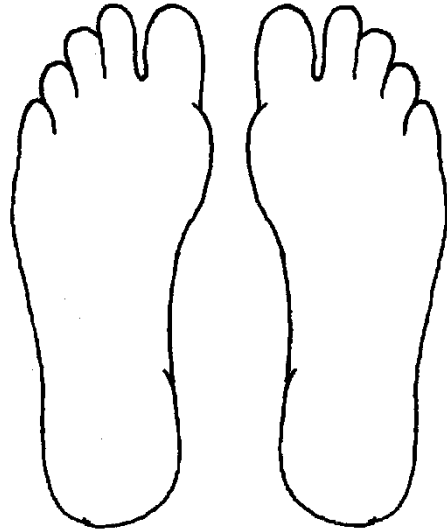
L

PALM

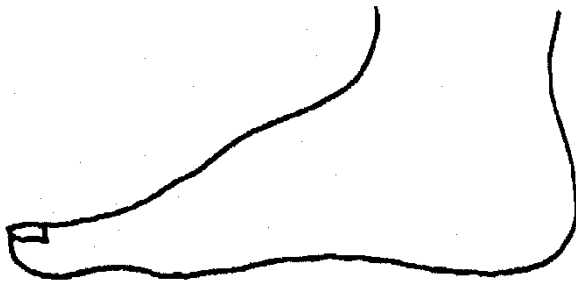
Name of Child: _____ Date of observation: _____



R TOP L



R BOTTOM L



R

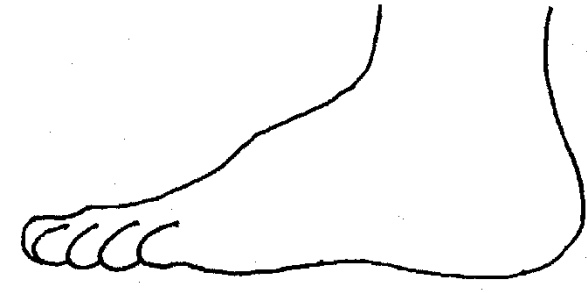


L

INNER



R



L

OUTER

Printed Name and
Signature of worker: _____

Date: _____

Time: _____

Role of Worker _____

Other information: _____

Appendix 5



Induction Checklist for Safeguarding


Name of Employee

Name of School The White Hills Park Federation Trust

Name of Head Teacher Mr Paul Heery

This checklist should be used for all school based employees and volunteers, including governors.

Please also refer to the Induction of School Staff policy on Wired.

	Check
Employee informed that the Designated Safeguarding Officer in school is: Ms Suzanne Plimmer Mrs Nicola Caley Alderman White School Mr James Macdonald Miss Faye Parker Bramcote College Mr Paul Broadley Mrs Sharon Cotterill The Bramcote School	<input type="checkbox"/>
1. I have been Informed of the procedures in school for reporting safeguarding concerns, including the procedure if the head teacher and Designated Safeguarding Officer are absent	<input type="checkbox"/>
- I have been advised of the following school policies, covering the agreed procedures and expectations of staff: - Code of conduct / Staff Behaviour Policy - Anti-bullying (Can be found in WHP Federation Behaviour Policy) - Anti-racism, Homophobic and Transphobic (Can be found in WHP Federation Behaviour Policy) - Physical intervention (Can be found in WHP Federation Behaviour Policy) - Internet safety (including social media) (Can be found in Staff Conduct Policy) - Contact between staff and pupils outside the usual work context(Can be found In Staff Contact Policy) - Whole schools child protection policy and appendix templates (Child Protection Policy) - Allegations of abuse made against teachers and other staff (Can be found in WHP Federation Behaviour Policy) - Any other relevant policy as determined by the head teacher, governing body or DfE	<input type="checkbox"/>
2. I have been advised of statutory guidance for schools and the responsibility of staff within them. - Keeping Children Safe in Education September 2016 (Designated Safeguarding Officer will ensure <u>all staff read and have access to a copy of</u> ‘Keeping Children Safe in Education May 2016.’) (This can be found in The WHP website) - Dealing with Allegations of Abuse made against Teachers and other Staff (Can be found in WHP Federation Behaviour Policy)	<input type="checkbox"/>
3. I am aware that Nottinghamshire and Nottingham City Safeguarding Children Boards’ Safeguarding Children’s Procedures can be accessed at www.nottinghamshire.gov.uk/nscb	<input type="checkbox"/>
I am aware of the relevant paragraphs regarding safeguarding under the teacher standards. (See part 2 of the standards, 3 rd bullet point) which state that: ‘having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions’	<input type="checkbox"/>
4. I am aware of the legal requirement to attend safeguarding training <u>every year</u> (as detailed in Keeping Children Safe in Education 2016, further details can be found at www.nottinghamshire.gov.uk/nscb)	<input type="checkbox"/>
Head teacher 	
Employee signature..... Date:	

SAFEGUARDING

If a student makes a disclosure of any kind, you must, without hesitation inform the ‘Designated Safeguarding Officer’, and then write a written report of exactly what was said, sign it, date it and state the time it was written and pass it directly to the designated member of staff.

If in doubt, still inform the appropriate person.

If the designated person is unavailable you must inform the second designated person as detailed below. If you are unable to locate either you must report it to a member of the SLT immediately

The ‘Designated Safeguarding Officer’ for each site is as follows:

The Bramcote School Paul Broadley paul.broadley@whpfederation.org

In Paul’s absence contact the second DSO:

The Bramcote School Sharon Cotterill sharon.cotterill@whpfederation.org

Bramcote College James Macdonald james.macdonald@whpfederation.org

In James’ absence contact the second DSO:

Bramcote College Faye Parker faye.parker@whpfederation.org

Alderman White School Suzanne Plimmer suzanne.plimmer@whpfederation.org

In Suzanne’s absence contact the second DSO:

Alderman White School Nicola Caley nicola.caley@whpfederation.org

If no one is available on a school site, staff must make another DSO aware at the earliest possible opportunity

Appendix 7

STATUTORY GUIDANCE, PROCEDURES AND ASSOCIATED RESPONSIBILITIES

Links to guidance or procedures

- DfE Keeping Children Safe in Education new statutory guidance for schools and colleges published April 2014 which replaces Safeguarding Children and Safer Recruitment in Education 2007 and also replaces the DfE Dealing with Allegations of Abuse Against Teachers and other staff published in October 2012
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdn_ce_FINAL.pdf
- Working Together to Safeguarding Children - a guide to inter-agency working to safeguard and promote the welfare of children - March 2013
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- The Nottinghamshire Safeguarding Children Board (NSCB) revised safeguarding procedures and the learning from local and national Serious Case Reviews.
<http://www.nottinghamshire.gov.uk/caring/protecting-and-safeguarding/nscb/>

Direct link to the procedures: <http://nottinghamshirescb.proceduresonline.com/index.htm>

- Guidance on the Pathway to Provision – threshold documents for access to support and services, link: <http://www.nottinghamshire.gov.uk/caring/childrenstrust/pathway-to-provision/>

Existing

- Information for Schools via Nottinghamshire County Council website
<http://www.nottinghamshire.gov.uk/learning/schools/information-for-schools/>

Appendix 8

Safer Recruitment

- Part One of KCSiE 2016 and the role of the DSO is provided to staff on induction.
- In line with KCSiE 2016, additional checks are undertaken to ensure that those in management roles are not prohibited under section 128 provision. Further guidance is available in the pre-appointments section of KCSiE 2016.
- All staff are subject to the DSB and Prohibition check.
- Information on the single central record has been amended to reflect a section 128 check (as previously described) and checks on people who have lived or worked outside the UK, including recording checks for EEA teacher sanctions and restrictions.