

'Individual Growth, Individual People'

Head Teacher: Mr Matt Joyce



Newark Orchard School Whole School Child Protection Policy 2024-2025

INTRODUCTION

Newark Orchard School...

Policy statement and principles

Newark Orchard School recognises its responsibilities for safeguarding children and protecting them from harm. The school's ethos is based on the mission statement, 'Individual Growth, Individual People' This is at the heart of everything we do, including our approach to Safeguarding. Staff know the pupils well and are able to quickly determine any changes to routine or behaviour.

Rebecca Turner will undertake the role of Designated Lead Person for Child Protection supported by Leanne Hurdle, Lisa Williams, Ryan McWilliams and Matt Joyce the Designated Deputy Persons for Child Protection.
The lead governor for safeguarding is Laura Redfern.

This Child Protection Policy will be reviewed by the Snr Designated Safeguarding Lead Rebecca Turner on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed by the Head Teacher Matt Joyce once a year during the autumn term provided to the Strategic Development and pupil Committee for approval and sign off at the earliest autumn term meeting possible.

Date of last review: February 2024

Date of this review: September 2024

Date of next review: September 2025

Other linked statutory policies are:

Code of Conduct	Children Missing Education
Recruitment and Selection	Online Safety
Low Level Concern	Child on Child Abuse
Complaints	Behaviour

Role	Name	Contact Details
Head teacher	Matt Joyce	matt.joyce@newarkorchard.notts.sch.uk
Designated Governor for Child Protection	Laura Redfern	laura.redfern@newarkorchard.notts.sch.uk
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Designated Deputy Persons for Child Protection	Leanne Hurdle Lisa Williams Matt Joyce Ryan McWilliams	hurdle@newarkorchard.notts.sch.uk lisa.williams@newarkorchard.notts.sch.uk matt.joyce@newarkorchard.notts.sch.uk rmcwilliams@newarkorchard.notts.sch.uk
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
Local Authority Child Protection Contact/LADO	Eva Callaghan or covering LADO	0115 8041272
MASH (Multi-Agency Safeguarding Hub)		0300 500 80 90
MASH consultation line	Office hours	01159774247
Emergency Duty Team (Children's Social Care)		0300 456 4546
Early Help Unit		Tel: 0115 8041248 9am to 4.30pm Mon to Fri Fax: 01623 433245 E mail: early.help@nottcc.gcsx.gov.uk (if from a secure e-mail address), or please use early.help@nottscs.gov.uk and password protect any confidential information Address: Early Help Unit, Meadow House, Littlewood, Mansfield, Nottinghamshire NG18 2TB
Prevent Referral		Made by DLP to prevent@nottinghamshire.pnn.police.uk
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999
NSPCC help / Whistle Blowing line	Open 8am – 8pm Mon - Fri	0800 028 0285 help@nspcc.org.uk

Newark Orchard School

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

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

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2023 and HM Working Together to Safeguard Children 2023 (updated December 2023, updated February 2024) are incorporated into this policy.

Child Protection and Safeguarding Statement

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

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

Maintaining a child centred and coordinated approach to safeguarding:

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

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

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

Safeguarding and promoting the welfare of children is defined as:

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

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

Whole school approach to safeguarding:

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

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

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2024 Annex A.

Safeguarding can involve a range of potential issues such as:

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying).
- The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use.
- 'Deliberately missing education and children who have unexplained or persistent absence from education' or maybe 'going missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation.

- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE 2023 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2024 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including sexting and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Issues affecting children including domestic abuse and violence, female genital mutilation and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Upskirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

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

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

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

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

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

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

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

All our staff have 'an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.

We have an online safety policy, which informs of the filtering and monitoring arrangements on ICT devices and school networks to keep children safe and is reflected in this Child Protection Policy including awareness of the vulnerabilities when accessing mobile phone networks. (See KCSiE 2024 Paragraphs 12,102,123 and 133 to 146).

Our Snr DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the 'Governing body, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.'

Our Governing body will ensure they maintain oversight of the Online Safety Policy, contained on our website and school office, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2024 paragraph 145 to 146. This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the school safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school meets the standard published by the Department for Education filtering and monitoring standards.

Our governing body will ensure a review is maintained to ensure the standards and discuss with IT staff and service providers these standards and whether more needs to be done to support our school in meeting and maintaining this standard and communicating these to staff, pupils, parents, carers and visitors to the school who provide teaching to children as part of the learning and education opportunities we provide.

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school. We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

We make clear in all our policies, that all forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed by DfE KCSiE (statutory guidance).

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

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

Identifying Concerns

All members of staff, volunteers and governors will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed. Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

All our staff and volunteers have received safeguarding training to ensure they are able to recognise the indicators of child abuse, harm or neglect and will always speak to the designated safeguarding lead or deputy should they become alert or be informed (directly or indirectly) of an incident or concern

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience it's effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

The four categories of child abuse are as follows:

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

Indicators of abuse and neglect

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.

Some of the Possible Indicators Could Include:

May be recognised by: Children with frequent injuries, injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury

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

Some of the Possible Indicators Could Include:

May be recognised by: Developmental delay, attachment issues, aggressive behaviour, appeasing behaviour, watchfulness or stillness, low self-esteem, withdrawn or a loner, or having difficulty in forming relationships. Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

Some of the Possible Indicators Could Include:

May be recognised by: Inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour – contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness

to remove clothes – sports / PE etc., pain or itching in genital area, blood on underclothes, bruising in genital region and / or inner thighs etc

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

Some of the Possible Indicators Could Include:

Being constantly hungry; constantly tired; have a poor state of clothing; be emaciated; have untreated medical problems; be frequently late or have poor or non-attendance at school; have low self-esteem; display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of alcohol or drug misuse.

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

Wider Safeguarding issues

'Up skirting' is a criminal offence and sits within the category of Child on Child Abuse. Pupils at Newark Orchard School are not to have electronic devices on their person during the school day. They are handed over on arrival to school and kept in a safe place in the main office until the end of the day. The pupils are allowed to have their phones on them when they are accessing Independent Travel Training.

Definition:

Up skirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Child on Child Abuse – please refer to the Child on Child Abuse policy, available from the school website and office

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. Child on child abuse will not be tolerated or passed off as part of "banter" or "growing up".

In cases where child on child abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that child on child abuse, sexual violence and sexual harassment (KCSiE Part5) can manifest itself in many ways such as:

- Child Sexual Exploitation
- Nude and semi nude images (Previously Sexting) or youth produced digital imagery
- Bullying (including cyber bullying, prejudiced-based and discriminatory bullying)
- Radicalisation
- Abuse in intimate personal relationships between children
- Children who display sexually harmful behaviour
- Gang association and serious violence
- Technology can be used by for bullying and other abusive behaviour
- Physical abuse

- Sexual violence such as rape, assault by penetration and sexual assault
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment

Child on Child Sexual Violence and Sexual Harassment

Refer to Child on Child Abuse policy available on the school website and school office.

Further information can be found in KCSiE 2024

There are a number of factors that make children more vulnerable to child on child abuse: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience child on child abuse but they do so in gendered ways.

Newark Orchard School has a zero – tolerance approach to sexual violence and sexual harassment. Through staff responsibility, this is recognised, acknowledged and dealt with. Referrals are made to relevant services and pupils are supported by familiar adults.

We have staff who are trained in educating and supporting victims and perpetrator, if they are both pupils at school.

We have the support of experienced staff from Education, Safeguarding, Health and Well Being team (previously, The Tackling Emerging Threats team), who we work with very closely. (KCSiE 2024 Part Five Child on Child sexual violence and sexual harassment).

Domestic Abuse

We recognise that Domestic abuse can impact and harm children and young people. The effects can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long – term impact on their health, well-being, development and ability to learn. Nottinghamshire has procedures in place to inform schools / colleges of Domestic Abuse incidents where children are present, it is referred to as Operation Encompass. The strategy has been developed by Nottinghamshire Police who work closely with the MASH to respond to notifications and incidents

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘traphouse or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Sexual Imagery

The school recognises that Sexting, ‘nude and semi nude images’ is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under 18’s is also illegal.

There is no clear definition of what is ‘sexting’ and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.

This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2016.

The full guidance is located at UKCCIS 2016 Guidance. This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police and CSC.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner.

The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school's policy and procedure in responding to incidents.

Our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved.

The school recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 year) but it does not define what is indecent. However, the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately.

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images, it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in.

The school is therefore empowered to deal with the majority of these incidents without involving the police.

Prevent Duty and Radicalisation

There are now duties imposed on schools and other agencies in relation to The Prevent Duty which came into force on 1 July 2015. The Prevent Duty is now incorporated into our existing policies.

Further advice in relation to this is within KCSiE 2024 Annexe B page 149 - 151 and also the DfE non-statutory guidance for schools and early years' providers.

We are proactive in our approach and have ensured the DSL and deputies have accessed face to face training to help identify risk and support other colleagues where there are specific concerns. We will work with key partners to ensure that we are aware of any tensions within our local community and nationally and internationally, so that we can create safe spaces for our children to discuss their experiences and concerns. Where we are concerned about individual children there is a referral pathway which all staff will be familiar with.

Initial advice and support can be obtained from the Education, Safeguarding, Health and Well Being Hub (previously Tackling Emerging Threats to Children Team) and more serious

concerns should be referred to the Police Prevent Team or the MASH where there is a concern that a child is at immediate risk.

In exercising our specific duty under Prevent we seek to protect children and young people from being drawn into, and against, the messages of all violent extremism. This includes and is not restricted to Daesh, AQ, Far Right, Neo Nazi, White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation. We will therefore ensure that we build children and young people's critical thinking skills and resilience through both our curriculum and pastoral provision/systems. As a school we are clear that we have a duty to safeguard young people from such dangers and we will actively promote resilience to such risks through our RE curriculum, assemblies, our SMSC and anti-bullying work, and in our policies for use of the school premises by external agencies, visitors, premises' hire and our online safety and ICT policies

Female Genital Mutilation

Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. Local guidance for schools is contained within guidelines for all agencies including schools within the Nottinghamshire Safeguarding Children Partnership procedures NSCP Procedures FGM which has been informed by the government Multi-Agency Statutory Guidance 2016.

FGM is a procedure that includes the partial or total removal of the external female genital organs for non-medical reasons. It is illegal in the UK to subject a child to female genital mutilation (FGM); to assist or facilitate the practice; or to take a child abroad to undergo the procedure – Female Genital Mutilation Act 2003. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The majority of girls have the procedure between the ages of 5-8 years. It is estimated that 24,000 girls in the UK are at risk and 66,000 women living with the physical and psychological consequences. Although prevalence of FGM within Nottinghamshire is not likely to be high, no local authority area is likely to be free from FGM entirely. Staff and governors therefore need to have an awareness of the signs that a girl may have undergone FGM or be at risk of the practice. The Female Genital Mutilation Act 2003 was amended by the Serious Crime Act 2015 which strengthened protection to women and girls through the introduction of FGM Protection Orders and placed new mandatory duties on professionals to report known cases of FGM on girls under the age of 18 to the police. The duty only applies in cases where the victim discloses. If someone else, such as a parent or guardian, discloses that a girl under 18 has had FGM, a report to the police is not mandatory. However, in these circumstances disclosures should still be handled in line with wider safeguarding responsibilities. In all cases where schools suspect a girl to be at risk they must follow normal safeguarding procedures. Certain times of year present a greater risk to girls from practicing communities. The 'cutting season' during the summer months is often the riskiest time for girls as the healing time required following the procedure, often necessitates it being carried out during the long summer holiday. The main indicators and risk factors are highlighted below but all staff and the nominated governor for safeguarding will need to have undergone at least basic awareness raising training to ensure they can identify when a girl may be at risk.

School staff should be alert to the following indicators:

- The family comes from a community that is known to practise FGM or is less integrated within the community.
- A child may talk about a long holiday to a country where the practice is prevalent.
- A child may talk about 'special female visitors' who are staying with the family, especially during the 'cutting season'.

- A child may confide that she is to have a 'special procedure' or to attend a special occasion.
- A child may request help, directly or indirectly, from a teacher or another adult.
- Any female child born to a woman or has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family.
- A girl is withdrawn from PSHE/SRE without any specific reason being given.

In brief the signs that FGM may have occurred are:

- Difficulty walking, sitting or standing.
- Spending longer in the bathroom.
- Urinary or menstrual problems.
- Prolonged absence and then noticeable behaviour changes.
- Reluctance to undergo normal medical examinations.
- May confide in a professional but may not be explicit or may be embarrassed.

Where it is suspected that a girl may have undergone or is likely to undergo FGM staff must share concerns with the DSL who in turn should consult the MASH.

Where you suspect that FGM has occurred:

- Be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly.
- You have a duty to protect, safeguard and share information.
- Refer to Children's Social Care for coordination of careful assessment (not necessarily with consent).
- There will be potential enquiries under Section 47.
- Potential police enquiries.
- Possible use of police protection or legal orders such as FGM PO, prohibitive steps but not necessarily the removal of the child.

Where you know that FGM has taken place:

You must report this direct to the police in accordance with the mandatory duty.

Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. We recognise that a child going missing from education is a potential indicator of abuse or neglect.

When a child is absent from school without authority we will follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

We have an admission register and an attendance register which supports the school in safeguarding children who may be at risk of missing education.

We will discuss and agree actions with regards to individual cases with the relevant colleagues in safeguarding/education within Nottinghamshire County Council for pupils who are to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education – this will be communicated with the home elective team
- does not arrive at the school as part of an admission process and we are not aware of their whereabouts

- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded

The actions that will be taken by the school are in the Guidance for Head Teachers and Business Managers where Children are at Risk of Missing Education

Every child should be accounted for, their whereabouts should be known or we will make a referral to the relevant service. We will not remove a child from our role unless we can evidence an agreement with the local authority to do so.

Where a pupil who fails to attend our school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more we will follow Nottinghamshire County Council's Guidance for Head Teachers and Business Managers where Children are at Risk of Missing Education.

Absence

Children can register in the morning and then go missing throughout the day without a satisfactory explanation. If a child is 'missing', their whereabouts cannot be established within the school. Schools will need to identify whether the child is at significant risk.

Children are more vulnerable who:

- are on a plan (child protection plan, child in need plan, looked after child, early help)
- have specialist educational needs and or a disability
- are using substances
- have an education health care plan
- there are indications that the child is at risk of CSE, grooming, radicalisation etc

Online Safety

Please refer to our E Safety policy available on the school website and school office.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

School takes into consideration and supports parents and pupils regarding online contact and abuse when pupils are not in school.

Staff are knowledgeable regarding the teaching of safeguarding as preventative education (KCSiE2024)

Particularly, supervising, supporting and educating our pupils with reference to On-line Safety in respect of content, contact, conduct and commerce. (KCSiE2024). This information is reflected in the schools E-Safety policy.

Mental Health

Staff at Newark Orchard School support pupils with mental health problems. All staff should be aware that mental health problems can be an indicator that a child has suffered or at risk of suffering abuse, neglect or exploitation.

Staff are well placed to observe pupils' day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or at risk of developing one. (KCSiE 2024 paragraphs 45 - 47)

When pupils are identified as having a mental health need, a referral is made to relevant services. Some of our pupils struggle with unfamiliar people and the best outcome might not be achieved. We have mental health first aiders in school who will work with our pupils under the direction of relevant professionals.

We have put in place an open and positive culture for safeguarding which is embedded into the way everyone works together, is effective in sharing information in a timely manner and meets local thresholds with safeguarding partners to ensure what is best to keep the children safe. It includes an environment where everyone feels safe, well cared for and knows they will be listened to and provided with help and support.

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

Pupils at Newark Orchard School are able to express themselves in a variety of ways and be supported through any issues they present with. Pupils who attend Newark Orchard have a wide range of speech and language.

Staff are trained in a wide range of communication methods to listen and hear the child's voice, for example

- Makaton signs and symbols
- Augmentative and Alternate communication – electronic aids
- CRB training to understand pupil behavioural expression

There are members of staff with enhanced training who complete 1:1 interventions with referred pupils according to their emotional wellbeing.

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

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

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH,

MASH Consultation Line or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the school whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

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

The school works closely with a range of agencies who support the pupils in school. There is regular contact with the Speech and Language Therapist, the Physio therapist team, Occupational Therapy, Healthy Families team, specialist teachers for hearing and visual impairments, dietitians and paediatricians, the link Educational Psychologist and CAMHs representatives. There are also regular meetings with ICDS to monitor the pupil's placements, which includes attendance, behaviour and general concerns which require monitoring.

Staff also have access to the Education, Safeguarding, Health and Wellbeing Hub (previously Tackling Emerging Threats team) for advice and support with any issues.

The Senior DSL sits on the regular county wide DSL forum, receiving updates and information. This information is then shared with the DSL team with in school.

The Senior DSL attends Newark Town DSL meetings, termly, and participates in information sharing for local issues.

County wide provision for multiagency training is attended by the DSL team

Due to the catchment area of Newark Orchard school, the DSL team hold / attend meetings via teams, travel to the meeting venue or attend meetings within school. This supports attendance at meetings, ensuring school are involved.

Staff Training and the Receiving of Information

Who	How
Existing staff including governors	Annual refresher online. Updates as released.
New staff, including governors	Training on line CPOMs recording training Prevent training
Supply staff	Safeguarding leaflets
Volunteers / Placements	Safeguarding leaflets. Not left alone.
All staff / volunteers	Safeguarding information and contact details on toilet walls and on the website
Visiting professionals	Safeguarding leaflets. Contact details on toilet walls. Own organisation safeguarding procedures
Other organisations hiring school property	As above. Out of hours details

During the induction process, staff are requested to read the following policies and information.

Employee Code of Conduct	Child Protection
Whistle Blowing and Confidential Reporting Policy	Disciplinary procedure
Low Level concerns	Guidance on Visitors
Anti racism, Homophobic and Transphobic in the Equality policy	School IT policy, E safety
Physical Intervention	Anti bullying
KCSiE part 1	Personal and Intimate Care policy for PCA team

Safer recruitment of all staff is ensured by following the school Safer Recruitment and selection Policy.

Identified staff receive training and leadership support in respect of Safer Recruitment. See KCSiE paragraph 343.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply or volunteers) posing a risk of harm to children, procedures in the Whistle Blowing policy are to be followed. (KCSiE 2024) Also, refer to school's Low Level Concerns Policy, available on the school website or from the school office.

KCSiE 2023 has broadened the requirements placed on schools / colleges to keep children safe and ensure children are able to thrive and take the maximum benefit from their education or their learning experiences.

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

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

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

The Designated Teacher and Senior Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system. They gather information and write reports to submit for pupil's respective meetings and professionals involved.

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

The SEND Code of Practice is a source of information and support is available from specialist organisations including SENDIASS. Newark Orchard School works with many organisations to support our pupils and families. The organisations listed all provide support and resources for our pupils with SEN.

This list is not exhaustive but shows the range of support available.

- Early Help
- Family Service
- Specialist teachers
- ICDS
- Health teams
- Adoption East Midlands
- Education, Safeguarding, Health and Well Being Hub (previously Tackling Emerging Threats to Children Team)

Use of the school site by outside organisations

Currently there is one respite service that hires part of the school site to run a respite provision at evenings, weekends and school holiday times. There is a service level agreement in place between the providing organisation and the School business lead. The organisation DSL is named and their Child Protection Policy is shared.

Safeguarding concerns are reported to the DSL from the organisation DSL. Local safeguarding policies and procedures will then be followed, including informing the LADO.

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Supply staff	Safeguarding leaflets
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Physical Intervention	Anti bullying
KCSiE part 1	Personal and Intimate Care policy for PCA team

Our Child Protection Policy

There are eight main elements to our policy:

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

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

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognise and manage risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced sexting.
- Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Recognise how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- Developing healthy relationship and awareness of domestic violence and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and child on child abuse.
- Recognising the link between mental health, school attendance and children 'missing from education' and the impact on learning, progress and educational attainment
- Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and social media platforms and network is either included within the main Child protection policy or added as an appendix.
- Maintain an on-line safety policy, which address statutory filtering and monitoring standards, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats are added as an appendix.
- Work in partnership with safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm' and create a culture where children and young people can share concerns, see school as a place of protection and where they can seek support and a place of safety and where children and young people can form safe and trusted relationships. Through creating a whole school ethos and sharing good communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- We acknowledge the importance of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children

and young people know how to access a place of safety outside of the school environment if needed.

Newark Orchard School has reviewed the curriculum to ensure that safeguarding is taught as part of our curriculum offer and is embedded in what we do. The age and stage has been taken into account to ensure that the pupils are able to understand the issues covered.

- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the school environment.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns. KCSiE 2022 has added paragraphs 432 to 435 to provide information and clarity on the process for sharing low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

For all off site learning experiences, including work experience, risk assessments will be completed by the designated careers lead and / or Level 4 supporting teaching assistant. Placements will be assessed for suitability and matched to the pupil's needs. This information is recorded in the Careers Policy.

For pupils being educated at home, for a variety of reasons, the class teachers will liaise with SLT and parents / carers. Face to face contact with pupils by school staff is expected at least weekly, either direct face to face or via TEAMS meetings as stated in the COVID 19 policy regarding home learning. All contact with parents / carers and pupils is to be recorded on CPOMs for SLT to monitor.

All pupils at Newark Orchard School have access to a trusted adult of their choice. To support mental health needs within school, we have a Senior Mental Health Lead, a team of mental health first aiders and a working party. We also have dedicated trained teaching assistants to carry out specific interventions, where pupils are given regular 1:1 time. Interventions are monitored and recorded.

The DSL teams will make referrals to outside agencies for further support and specialist interventions.

Class teaching assistants will work with pupils as directed by allocated CAMHs worker. The school website includes information for parents/carers on who to contact and links to helpful websites.

KCSiE 2024 (paragraphs 205 to 209) acknowledges that children who are lesbian, gay, bisexual or gender questioning (no longer Transgender) may be targeted and informs homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination of or hate towards LGBT people or those perceived to be LGBT and must not be tolerated.

Education regarding LGBT&GQ is delivered to pupils at their level. We hold celebration days and invite outside providers to school to celebrate and appreciate the diverse community.

All children have access to 1:1 trusted adults to support their chosen sexuality and referrals are made to access external support where necessary.

Statutory guidance

KCSiE 2024 Annex B page 149 Child abduction and community safety incidents – Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. School operates the NCC & NSCP School Safe Alert protocol.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

School has a designated Level 5 teaching assistant responsible for Independent Travel Training. This follows the local authority initiative and provides outdoor safety lessons to help pupils build confidence and develop abilities to protect themselves and know how and where they can seek help and support.

We will follow the procedures set out by the Nottinghamshire Safeguarding Children Partnership (NSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2024 to:

- Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the leadership team, and Deputy Safeguarding Leads for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE 2024 Annex C).
- Ensure we have a nominated governor responsible for child protection/safeguarding. This is Laura Redfern, chair of governors.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.

- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept up to date on CPOMs and any historic paper records are kept securely; separate from the main pupil file, and in a locked cabinet in the locked archive room.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care. Newark Orchard School has a member of SLT with this responsibility.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the NSCP escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

Supporting children

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame.

The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that the children and young people at Newark Orchard are more vulnerable than others due to their special educational needs and or disabilities.

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

The school will endeavour to support the pupil through:

- Developing the content of the curriculum, a safeguarding element to the curriculum has been developed and runs through the wider curriculum areas. This is included as an integral part of our pupil's educational experience.
- Maintaining a school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued. The school has a recognised set of Rights and Responsibilities which are promoted across the whole school. Alongside this are our school values which are based on 'British Values' The values are built into a two-year cycle and are taught through assemblies, reward systems and discussion.
- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school.

- The school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- The school has been awarded the 'All Together' Gold standard for its work with the Anti-Bullying Alliance in recognition for the importance we place in making the school a safe place to be.
- Pupil and parent surveys are completed annually which include questions around feeling safe and pupils knowing who to go to for support.
- The lunch time clubs include time for young people to be supported to discuss areas which may cause them concern such as social networking and its effect on emotional wellbeing.
- The school has a dedicated teaching assistant who works on a one to one basis with individuals who may be more vulnerable to exploitation both online and in the community.
- The school has Mental Health leaders and ambassadors who have Mental Health First Aid training to support pupils who may be vulnerable due to their needs.
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 9.1, published in May 2021), CAMHs and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported. We follow EHC plans, put in place risk assessment, plans for medical care, moving and handling and behaviour improvement. We also ensure specialist equipment is risk assessed, purchased and in place.
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.
- The staff member if not the designated safeguarding lead, a member of the senior leadership team will be informed immediately, and actions taken in accordance with the school peer on peer/ sexual violence and sexual harassment between children in school policy.

Safe Staff and Safe Recruitment

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2024 Part Three and advised by NCC HR policy and practice guidance.
- School leaders, staff and members of the governing body will be appropriately trained in safer working practices and access the safer recruitment training advised by NCC HR Service.
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.

- The school, has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2024 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2024 Part Three.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2024 in line with KCSiE Part Four Section two. Staff can access a copy of this via the school website with all other policies.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the head teacher (or the Designated Safeguarding Lead) if the head teacher is not present, will be notified immediately. If it relates to the head teacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), and HR Business Partner.
- Staff may find some of the issues relating to child protection upsetting and may need support which should be provided by the school and their Human Resources Team.
- Advice and support will be made available by the Safeguarding Children in Education Officer (SCiEO), LADO and NCC HR where appropriate to the leadership team.
- All new employees will be appropriately inducted to their role and a link to the [Induction Checklist for Safer Recruitment](#) can be accessed from HR's guidance section of the School Portal.

Links to other Local Authority policies

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

- Accessibility Plan.
- Anti-Bullying revised for 2022-2023 (LA template policy in the process of being revised).
- Attendance Policy.
- Behaviour Policy
- Equality Policy.
- Central Record of Recruitment and Vetting Checks.
- Complaints' Procedure.
- Online Safety Policy.
- E-Safety Policy.
- Freedom of Information.
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent Duty
- Health and Safety.
- Home-school Agreement Document.
- Physical intervention Policy
- Child on Child Abuse- Sexual violence and sexual harassment and response to 'upskirting'.
- Register of Pupil Attendance.
- School Access Policy.
- Sex education
- Knife Crime Guidance 2022 (cross authority and in the process of being revised for September 2023).
- Relationships, Sex and Health Education (KCSiE paragraphs 430 and 131).
- Mental and Physical Health (KCSiE 2023, Part one, Part two and Annexe A and paragraphs 20, 45 to 47, 165, 171 to 187).
- Personal and Intimate Care Policy
- Administrations of Medication Policy
- Moving and Handling Policy
- Contact between staff and students outside the usual work context policy
- Safer Recruitment
- Staff Behaviour (Code of Conduct policy).
- Staff Discipline Conduct and Grievance (procedures for addressing).
- School information published on a website.
- Visitors and VIP Policy.
- Whistle Blowing Policy.
- Guidance for NSPCC helpline and usage (KCSiE 2023 paragraph 466; when to call the police guidance from the NSPCC).
- NCC & NSCP Neglect Toolkit (available from the NSCP website)

Any disclosures or incidents involving sexual violence and child sexual harassment will be responded to by the DSL or officers. They will follow policy and procedure and report to MASH and the police.

Roles and Responsibilities

All staff and volunteers

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

All staff contribute to providing a safe environment in which children can learn.

All staff have received appropriate safeguarding training to enable them to identify concerns early and provide help to children to prevent concerns escalating. We recognise early help is the best way to support children and by providing support as soon as a problem emerges at any point in a child's life.

We may decide that the children do not require referring to statutory services but may benefit from early help.

Early help: is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. We recognise providing early help is more effective in promoting the welfare of children than reacting later.

All school staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has certain health conditions and has specific additional needs.
- has a mental health need
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour including gang involvement and association with organised crime groups or county lines.
- Is frequently missing / goes missing from education, home or care.
- Has experienced multiple suspensions, is at risk of being permanently excluded from school.
- Is at risk of modern day slavery, trafficking, sexual and/or criminal exploitation.
- Is at risk of being radicalised or exploited.
- Has a parent / carer in custody or is affected by parental offending
- Is in a family circumstance presenting challenges for the child, such as drug / alcohol misuse.
- Is at risk of 'honour'- based abuse – FGM / Forced marriage.
- Is privately fostered

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

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

Our DSL team do not have full time class responsibilities and are able to manage their time to accommodate meetings with pupils, families and partner agencies.

Parents know they can come in to school to request support or advice. This information is shared on our website, at various parent meetings and parent's evenings.

Our administration team understand roles and responsibilities across the school and are able to direct parents to these staff.

Once a pupil is on a plan of any sort, they will have a named person in school who is working with outside agencies regarding the plan. This information is recorded on our SLT one drive.

The school has produced a Safeguarding guide for all visitors to the school and the DSL Team is clearly displayed in the entrance hall to support identification for visitors unfamiliar to the team.

Staff know if a pupil in their class has a social worker. Staff will work with the social worker and other agencies to address safeguarding and child protection concerns.

Current records for pupil are all recorded on CPOMs.

Safeguarding Training

All our staff and governors are aware of systems within Newark Orchard School and these are explained to them as part of staff induction, which includes our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2024.

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

All our staff and governors receive safeguarding and child protection training which is updated on an annual basis through The National College Online. This ensures that everyone is updated around the latest advice relating to all areas of safeguarding and how to identify where a child may be at risk.

We also have a face to face safeguarding update during the Autumn Term return to school meeting.

Updates are sent out via monthly newsletters from Education, Safeguarding, Health and Wellbeing hub (previously Tackling emerging threats to children team) and as and when local or national updates happen.

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

During the induction, staff are informed of their roles and the opportunities available, including any partnership work especially with social care and the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training opportunities. They receive Safeguarding Training from the DSL and there is an expectation as part of the induction to read all relevant policies

All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

Staff responsibilities

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

To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the school online safety. School devices are monitored by the senior leadership team, the ICT coordinator and the ICT technician and school staff. We use appropriate filtering systems, including Securly. We have a working party to support and discuss e-safety and buy in support from outside agencies.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns on CPOMs if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed, of which there are four.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the NSCP and take account of guidance issued by the DfE KCSiE 2024.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- Staff also engage in learning opportunities and partnership work with NSPCC, Education, Safeguarding, Health and Wellbeing hub (previously TETC team), Police Early Intervention Officers, CAMHS. Youth Offending Team workers and Public Health Practitioners

Senior Leadership/ Middle Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2023 (updated Feb 2024) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate.

- Carry out tasks delegated by the governing body such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2024 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers and contractors in Sections One and Two.
- Nottinghamshire Safeguarding Children Partnership (NSCP) and Nottinghamshire County Council (NCC).

KCSiE 2024, 'Children potentially at greater risk of harm and Children who need a social worker due to safeguarding or welfare needs'.

Newark Orchard School recognises the importance of how we work with social care and other agencies to address safeguarding and child protection concerns due to the special educational needs of our pupils and how this can potentially impact on their welfare needs and their ability to seek support. The staff at Newark Orchard School know the pupils well and how to support them in the best ways to ensure their views are heard and their needs are met.

Teachers (including NQTs) and Headteachers – Professional Duty

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

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

At Newark Orchard School the designated teacher, alongside all staff understand how best to support the pupils and attend relevant meetings to act as an advocate for the child.

Designated Safeguarding Lead

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

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

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

The Senior Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children's social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.
- All members of the senior leadership team are also safeguarding leads (apart from the School Business Lead) This ensures that any pupils who are causing concern or are on a plan are discussed at SLT meetings which are held on a weekly basis. All members of the SLT also have elevated access to CPOMs to ensure all the information is readily available and senior members of staff are fully informed.

See KCSiE 2024 Annex C for clarity on the role and responsibilities of the DSL and team.

Work with others

- Liaise with the head teacher to inform him of any issues and ongoing investigations.
- As required, liaise with the 'case manager' (as per Part Four of KCSiE 2023) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2023(updated Feb 2024) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The head teacher, designated safeguarding leads and governing body are aware of the local arrangements put in place by Nottinghamshire Safeguarding Children Partnership (NSCP) and know how to access the NSCP website and training.
- The Designated Safeguarding Lead attends the NCC Focus Group meetings which take place termly at schools around the county / on TEAMS. The DSL then feeds back to SLT and updates or changes which are then shared with staff when relevant.
- The designated Safeguarding lead attends Newark Town DSL network to share local practice and issues.
- In the staff rooms there are Safeguarding notice boards. On these updates and newsletters from Education, Safeguarding, Health and Wellbeing hub (previously TETC team) are posted. The newsletters are also emailed to whole school staff as they contain live links to further information. The whole school curriculum has a safeguarding element running through and is integral to the curriculum

Undertake training

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register to evidence the training.
- At Newark Orchard School the annual training is via The National College online and it is an expectation that all staff and governors complete this training and the DSL and School Business Lead monitor this. It includes the most up to date information on a full range of safeguarding and child protection guidelines and is in line with the annual updates in KCSiE.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NSCP's Pathway to Provision Version 9.1, EHAF and the Early Help Unit.
- Have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.

- Ensure that each member of staff has access to the child protection policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2024 Annex A and B).
- Understand the reporting requirements for FGM and Prevent.
- Encourage a culture of protecting children, listening to children and their wishes and feelings.

Raise awareness

- Ensure that the child protection policies are known, understood, and used appropriately.
- Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Liaise with the NSCP and ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately as they arise.

Child Protection file

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection', 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- A record of the number of children open and subject to CP. CiN and LAC concerns is maintained and shared with the governing body termly.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained. This is on or SLT section on the One Drive
- Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2024.
- All concerns are reported on CPOMs and verbally, if the need is immediate. Reports on CPOMs are alerted to staff groups who respond accordingly.
- If a pupil is moving schools and the transferring school / college has CPOMs, the record transfers. If not, chronologies will be produced and sent on / received to / from the transferring school / college.

Availability

- During term time the Senior Designated Safeguarding Lead (or a Deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of

school hours' activities in line with the guidance contained in DfE KCSiE 2024 Part Two and Annex C.

Head teacher

The Head teacher of the school will ensure that:

- The policies and procedures adopted by the governing body are understood, and followed by **all** staff.
- The school has an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Head teacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through the Whole School Child Protection Policy; the Staff Behaviour Policy/Code of Conduct Policy.
- The Head teacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2024.
- Where there is an allegation made against a member of staff (either paid or unpaid) that meets the criteria for a referral to the LADO, then the head teacher will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2024. If the allegation is against the Head teacher, then the Chair of the Governing Body will manage the allegation – see below.

Governing Body

We recognise our Governing body has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2024, ensuring policies, procedures and training in our school are effective and comply with the law at all times.

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

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance as well as with local NSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2024, regarding Data Protection Act 2018 and UK GDPR the additional clarification regarding processing personal information

fairly and lawfully and to keep the information they hold safe and secure KCSiE 2024 paragraph 92

- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2024 Part One and or Annex A as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements'.
- All members of the governing body will undertake safeguarding to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'.
- The named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Head teacher
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the head teacher, so that child protection training is undertaken with refreshed in line with KCSiE 2024 and NSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2024 Part Four Section One.
- Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO.)
- Ensuring when making a referral to the LADO Service a LADO referral form is fully completed.
- Ensuring a response if there is an allegation against the head teacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.
- Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of

such crime and adopt proactive practice to address concerns locally and within the community.

- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- When the school's premises are used for non-school activities the Governing body will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Head teacher. This will apply regardless of whether or not children who attend the provision are on the school roll.
- Any safeguarding concerns involving outside organisations will be addressed through our school safeguarding policies and procedures and in line with Nottinghamshire Safeguarding Children Partnership procedures.
- Inform any new prospective employees' candidate that our school will carry out online social media checks are completed (KCSiE 2024 Part Three Safer Recruitment).
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

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

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

Care Leavers

We recognise those children and young people who ceased to be looked after and become 'care leavers' should remain supported and our designated teacher and school staff will work with the personal advisor appointed for them to help develop a pathway plan with them and the young person.

Children with Special Educational Needs

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

At Newark Orchard School all staff are aware that additional barriers can exist when recognising abuse and neglect for our pupils with SEND and are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communication barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child on child harm, abuse or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor in keeping all children safe. All staff know the pupils well and have experience of recognising changes in behaviour that can signify the child communicating a need. The use of CPOMs by all staff supports the information sharing and enhances the monitoring and awareness of patterns which may signify a problem.

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to.
- Addressing individual behaviour concerns and incidents considering the child's SEN and abilities.
- Recognising and having in place additional support, for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have the confidence and the ability to stay safe online, either in school or outside the school environment.

Further policies relating to Newark Orchard School and Child Protection are:

- Moving and Handling
- Behaviour
- Contact between staff and pupils
- Personal and Intimate care
- Anti bullying
- Drug education policy
- Travel training
- Mental health and wellbeing
- Managing complex health care needs
- Life skills
- Administration of medication
- Physical intervention

All of which, can be found on our website.

Taking action where concerns are identified

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

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

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

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

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

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

Confidentiality

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

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

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

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 and the UK General Data Protection Regulation (UK GDPR) should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm. (KCSiE2024 paragraph 55)

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

Information Sharing

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children 2023, (updated Feb 2024).

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

- DfE KCSiE 2024 has several sections which provide clarity on information sharing processes and GDPR including paragraphs 114 to 122 and within Annex C which makes clear the powers to hold and use information when promoting children's welfare.
- HM Working Together to Safeguard Children 2023 Paragraph 23 to 27 and on pages 20 and 21.
- *HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GPDR) and Data Protection Act 2018.*
- *Nottinghamshire Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.*

Records and Monitoring (KCSiE 2024 paragraphs 66 to 67, Part Four, Part Five, Annex C)

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

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

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

A chronology will be kept on CPOMS. All staff will record any minor concerns and will take responsibility for alerting the DSL officers via CPOMS. Should the number of concerns rise or in their professional judgement, become significant then a referral to MASH may be made. The DSL's all have elevated access permission when using CPOMS in order to access all the information available in order to make an informed decision about necessary actions to take.

Historic paper Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a 'concern' file (formerly referred to as a child protection file), which will be securely stored and away from the main pupil file. If for any reason, staff are not able to access CPOMS, body maps are to be used in Appendix 2. As soon as CPOMS is accessible, the information needs transferring onto the system.

Our school will ensure CPOMS will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit as required by statutory guidance.

Why recording is important

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

At Newark Orchard School all staff have access to CPOMS and as part of their induction have training to use this system for recording concerns.

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

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

(KCSiE 2024 Annexe C pages 171 to 172 and paragraphs 102, 121 to 122, 547 and 550).

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

The school will keep secure electronic records of concerns about children even where there is no need to refer the matter to MASH / Children's Social Care immediately. Electronic records will be kept up to date and reviewed by the Designated Safeguarding Lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be scanned and added to the electronic records (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The electronic file remains active in terms of monitoring but where concerns have been raised with MASH or a CP or CiN is in place then this will be made clear on the child's individual record.

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

Our school will adopt the file transfer guidance contained in KCSiE 2024 and ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school.

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2023 Should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.

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

In accordance with KCSiE 2024 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

(KCSiE 2024 paragraph 121 to 122 and Annex C).

Recording Practice

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including any telephone calls to other professionals needs to be recorded, on CPOMs. As over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern.

More detailed recording on the record of concern will be signed and dated and include any analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the system.

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

This may include no further action, whether an EHAF should be undertaken, or whether a referral should be made to MASH/Children's Social Care in- line with the NCC Pathway to

Provision Version 9.1 document published May 2021, or any later edition made available by Nottinghamshire Safeguarding Children Partnership.

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

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

The senior DSL has received training and permission to access Mosaic (Social care records). This is restricted permission and will give basic information regarding social care involvement

Educating Young People – Opportunities to teach safeguarding

(KCSiE 2024 paragraphs 128 to 136, Annex A & Annex C Online Safety).

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

The education we provide for online safety will take into account the need for children to learn using online technologies in a safe environment whether that be in school, in the home or in a community environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

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

We will carefully consider mobile phone use and how this is managed in school and ensure it is reflected in our E Safety policy. Pupil phones and electronic devices are handed in on arrival and kept securely until the end of the day, when they are handed back at home time.

Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school/college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

We have separate **RSHE policy** which is on the website. We introduced the new RSHE curriculum in September 2020. It has been planned over stages across all classes from our engagement students up to Post 16. This includes engagement appropriate activities. It has also been written in line with the Life Skills booklets so these can be used as an assessment tool and SOLAR targets will be used from Jan 2023 to monitor progress. Our RSHE curriculum is taught for a designated hour per week and covers the required statutory areas of

Engagement/Primary/KS3 (our stage 1-3)

Families and people who care from them.

Caring friendships

Respectful relationships

Online relationships

Being safe

Mental wellbeing

Online behaviour and safety

Physical health and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

Changing adolescent body

KS4/P16 (our stage 4-5)

Families

Respectful relationships including friendships

Online and media

Being safe

Intimate and sexual relationships including sexual health

Mental wellbeing

Internet safety and harms

Physical health and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

Changing adolescent body

In addition to our direct sessions, we teach the skills and knowledge through a cross curricular approach via:

- Curriculum focus days/weeks
- Charity days, e.g. Red Nose Day
- Life skills sessions
- Daily mindfulness sessions
- Links to other curriculum areas, e.g. PE, science, RE
- Play based activities
- Swimming/hydrotherapy
- Counselling/1:1/group activities with our mental health lead
- External agency support, e.g. CAMHs, Educational Psychologist
- External provider support, e.g. HOPE project, St John's Ambulance
- Travel training (for selected students)
- Work experience programmes (Post 16 students)
- Vocational course (KS4 and Post 16 students)
- Enrichment activities (KS4 and Post 16 students)

E-safety is taught throughout the curriculum and in specific lessons.

Communicating the policy with parents

- Parents will be notified of the policy on an annual basis.
- All parents will be asked to sign the parent/pupil agreement when they register their children

and re-sign on an annual basis.

- Parents will be offered e-safety training to encourage them to support and encourage positive

On-line activities with their children and help them to use the internet safely.

For further information, please refer to the E-safety policy.

Helplines and reporting

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

<i>Appendix 1 - NCC LA Flow Chart 2023-2024 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm</i>
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<i>Appendix 2 -Template: Body Maps Guidance and Body Maps</i>

<i>Appendix 3 - Policy and procedures to manage with child-on-child abuse and sexual violence and sexual harassment from September 2023 to 2024 (add here to policy as an appendix if not in main body of the school/college Child Protection Policy for 2023-2024).</i>
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<i>Appendix 4 – Existing Injuries Form – Tool to support reflection</i>

Appendix 1

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

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

- | |
|--|
| <ul style="list-style-type: none">• Be alert to signs of abuse, question unusual behaviour or changes to presentation. |
|--|

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

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do next
- Do not promise confidentiality, you will need to share/ report the information to appropriate services.
- **DO NOT DELAY, take any immediate necessary action to protect the child and**

Discuss concerns with the Snr Designated/Named Safeguarding Lead

Still have concerns - Refer to MASH (Multi-Agency Safeguarding Hub) Social Care

Have child/families' personal details to hand and be clear about concern/allegations.

Safeguarding concern Resolved /no longer held

Support has been agreed, record decisions and any follow up needed.

- At all stages the child's circumstances should be kept under review and re-refer if concerned to ensure the child's circumstances improve – **the child's best interests must come first.**

MASH Tel: 0300 500 80 90

Consultation Line Tel: 0115 977 4247
(Office Hours Monday to Friday)

If the child is at immediate risk dial 101 and ask for assistance

Record all decisions and actions, working to agreed outcomes and within timescales. Escalate any emerging threats/concerns by adopting Nottinghamshire Safeguarding Children Partnership procedures.
www.nottinghamshire.gov.uk/nscp

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

**NSPCC Whistle
blowing**
Tel: 0800 028 0285
Police Tel:101

Unmet needs identified

Decide what actions are needed to support the child.

**Consult with the child
young person, family,
and relevant agencies:**

Agree support, refer to NSCP guidance 'Pathway to Provision' version 9.1.

Contacts: for any allegations / concerns regarding an adult who works (in either paid/voluntary) employment with children, contact the LA Designated Officer (LADO) for referrals, [tel:0115 804 1272](tel:01158041272) LADO Strategic lead, [tel:0115 977 3921](tel:01159773921)

Cheryl Stollery-LA Safeguarding Children in Education Officer, [tel:0115 804 1047](tel:01158041047)

This is a brief guide – please refer to our school Child Protection Policy

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Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) for referrals Tel:- 0115 8041272. LADO Strategic Lead Tel: 0115 9773921

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

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

Body map Guidance for Schools

In the first instance use the body map on CPOMs.

Medical assistance should be sought where appropriate.

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

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

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

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

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

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

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

Ensure First Aid is provided where required and record

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

BODYMAP

(This must be completed at time of observation)

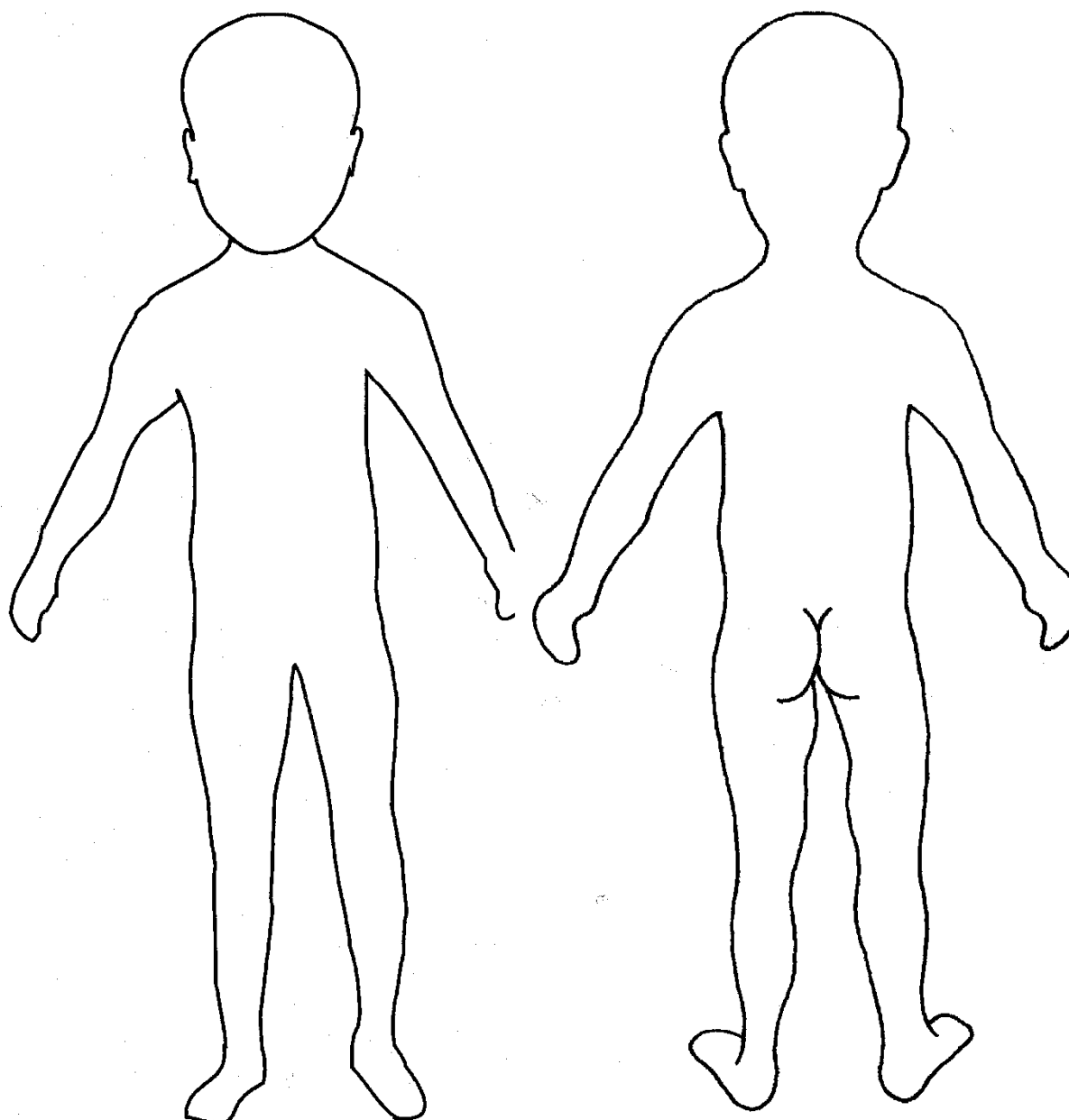
Names for
Child: _____

Date of
Birth: _____

Name of
Worker: _____

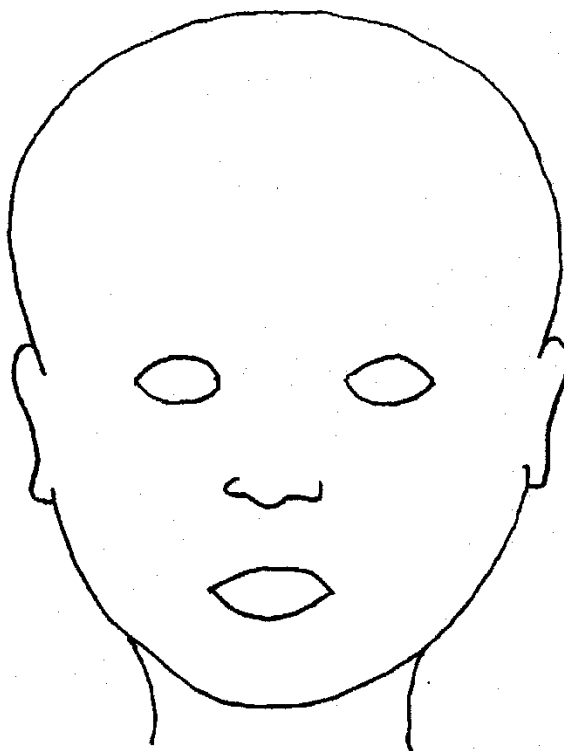
Agency: _____

Date and time of
observation: _____

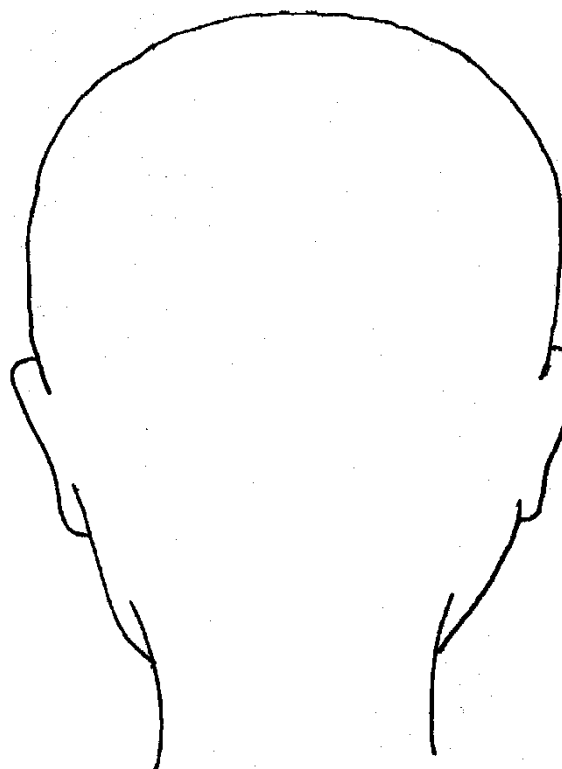


Name of
Child: _____

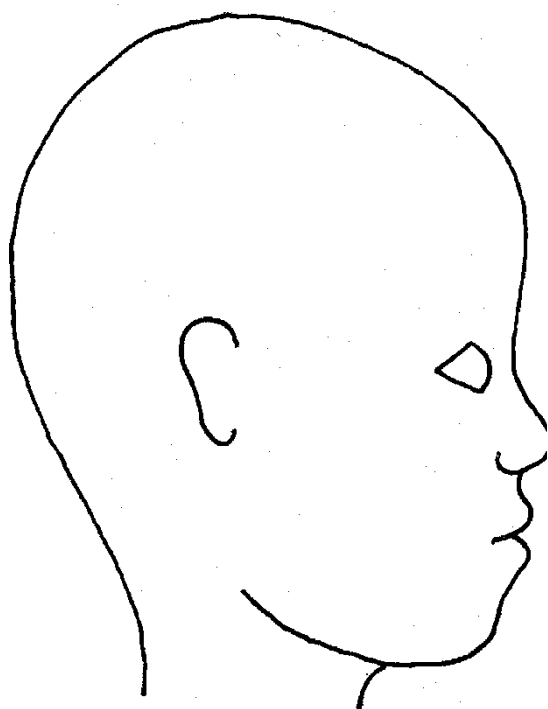
Date of
observation: _____



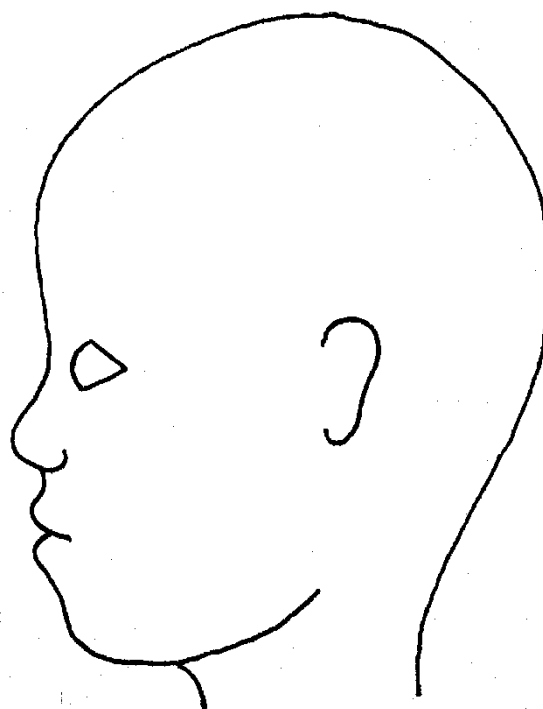
FRONT



BACK



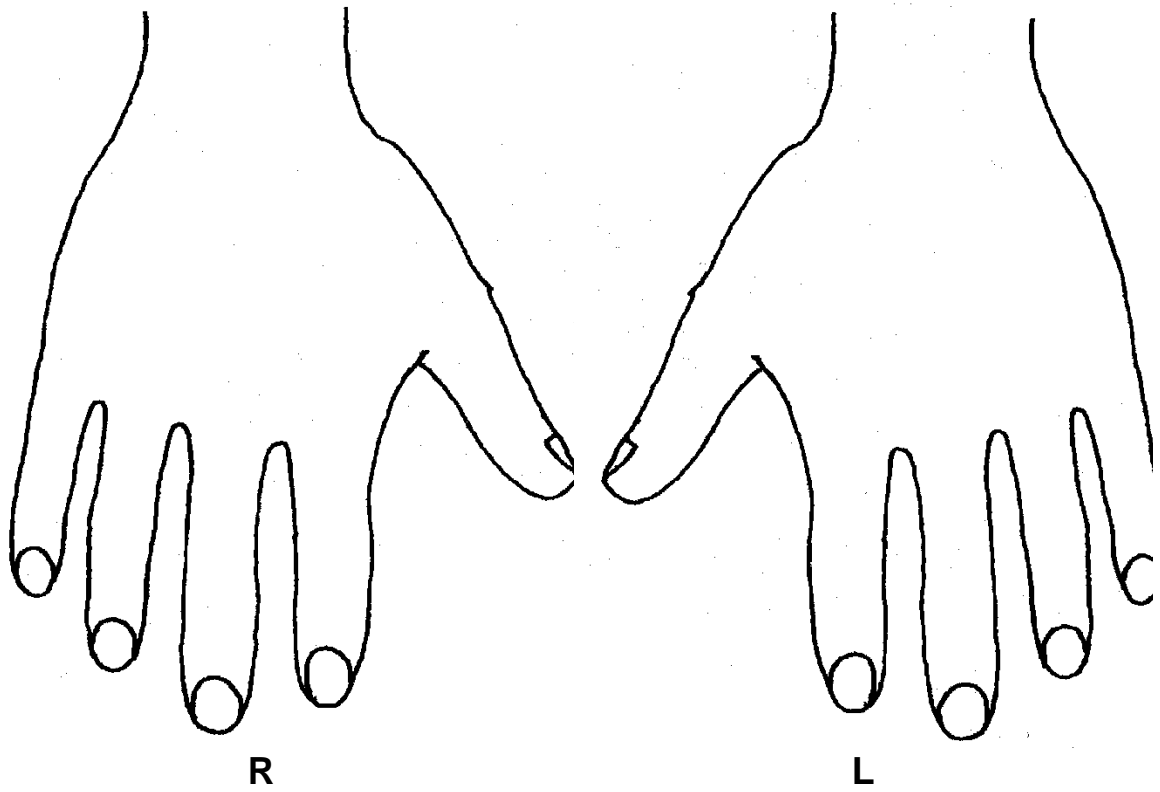
RIGHT



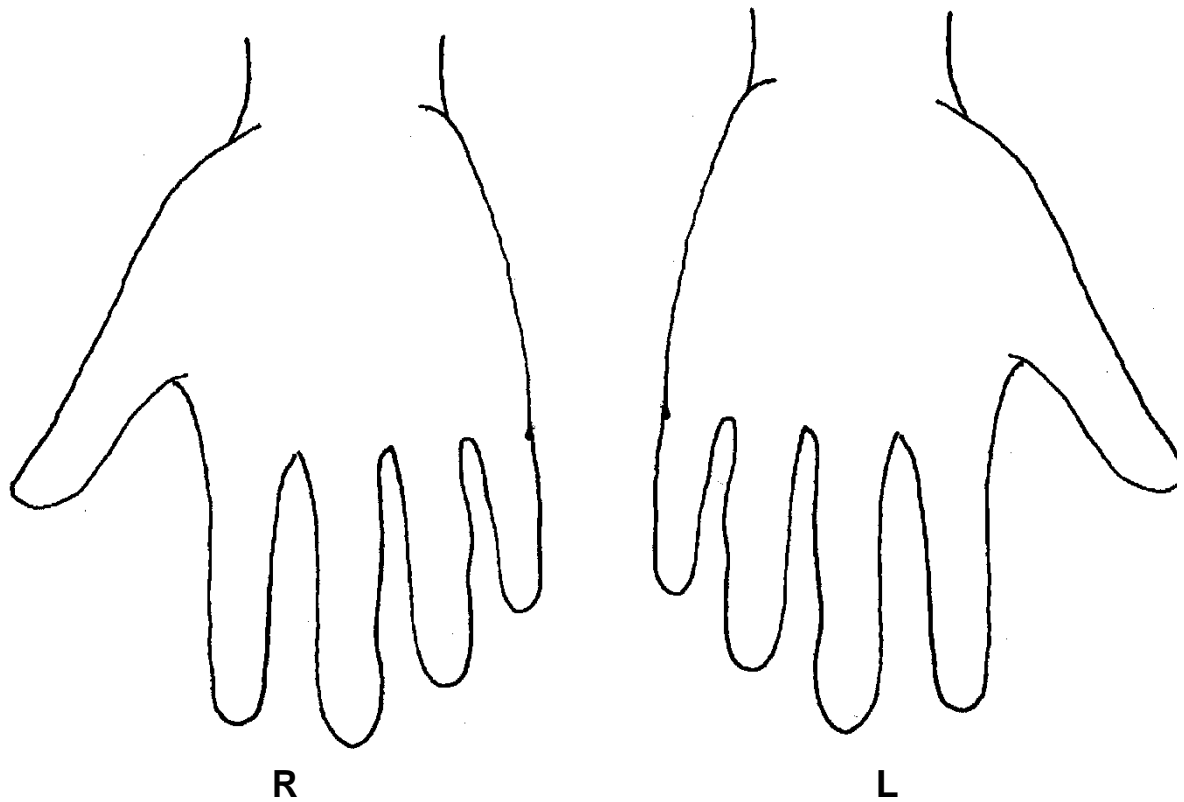
LEFT

Name of Child: _____

Date of
observation: _____



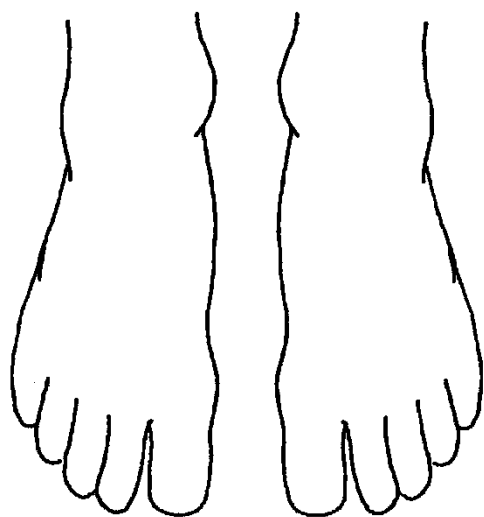
BACK



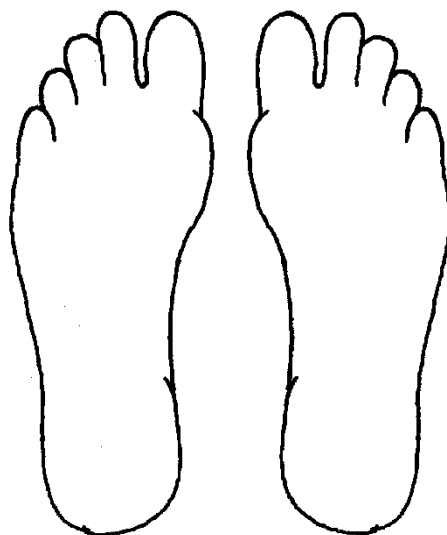
PALM

Name of
Child:

Date of
observation:



R TOP L



R BOTTOM L



R

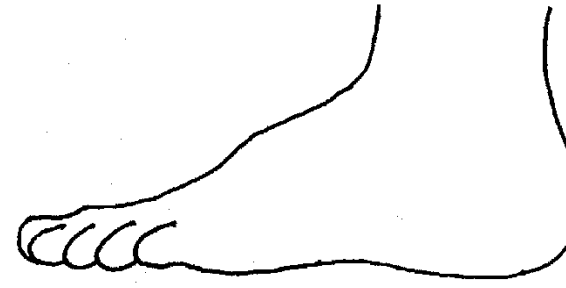


L

INNER



R



L

OUTER

Printed Name and
Signature of worker:

Date:

Time:

Role of Worker

Other information:

Appendix 3

Please refer to the **Child on Child Abuse Policy** available on

Appendix 4



Existing Injuries Form – Tool to support reflection

The recording of injuries which children have sustained outside of a care or education setting, including the explanation given by the child, their parent or carer, plays a key role in identifying safeguarding concerns. Lessons from Child Safeguarding Practice Reviews tell us that the reflection which takes place alongside the recording is also key, particularly in identifying patterns to injuries.

This tool has been co-designed by practitioners who are dealing with these issues on a day-to-day basis. Whilst it is for each setting to determine how they discharge their safeguarding responsibilities, this tool is being made available to support you in the difficult work you do, with the aim of keeping our children safe.

Are there existing safeguarding concerns or Children's Social Care current or past involvement?	Yes / No Comments:
When was the last injury(ies)?	Date(s) and injury(ies)
Is this part of a pattern?	Yes / No Comments:

Is the explanation consistent with the injury?	Yes / No Comments:
- Is the explanation concerning or are there conflicting explanations?	Yes / No Comments:
- Interpretation of level of risk	Low Medium High
Actions to be taken, either in response to the injury, or to reduce further risk. - What, By who, By when	
Referral to MASH Y/N	
Signed by....	Reviewed by (e.g., DSL)
Role....	Date....
Date	