



A Place to Call Our Own

Safeguarding / Child Protection Policy

September 2023

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Policy approved by the Governing Body	
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Section A- Safeguarding Policy

This policy reflects current legislation, accepted best practice, and complies with government guidance: Working Together to Safeguard Children August 2018 (updated 2020) and Keeping Children Safe in Education September 2023.

This policy has been approved by the Board of Trustees/ Governing Body and Senior Management Team and is due for review in August 2024

Other policies that may need to be considered are:

- *Anti-bullying*
- *PSHE*
- *Drugs*
- *confidentiality*
- *behaviour for learning*
- *attendance (including children, young people and vulnerable adults missing from education)*
- *special educational needs*
- *health and safety*
- *safer recruitment*
- *physical intervention*
- *Online Safety*
- *Management of Allegations*
- *Health & Safety (includes personal Care)*
- *IT Acceptable Use Policy*
- *Whistleblowing policy*
- *Staff Conduct policy (Code of Conduct)*
- *Visitors' policy*
- *Equality, Diversity & Inclusion*
- *Data Protection & GDPR Policy*

Schools (including independent schools, non-maintained special schools, academies, and free schools) and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of their learners under section 175/157 the Education Act 2002 and where appropriate under the Children's Act 1989 by:

- creating and maintaining a safe learning environment for children, young people, and vulnerable adults; and,
- identifying where there are welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

APTCOO's Board of Trustees/Governing Body considers how children, young people, and vulnerable adults, both within the Independent Special School and the wider APTCOO Charity activities and services, will be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum/approach and are taught how to keep themselves and others safe. Preventative education is taught as part of a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for discrimination, harassment, and abuse of any kind, this may include covering relevant issues through personal, social health and economic education (PSHE), and/or sex and relationship education (RSE); these programmes will be age and stage appropriate and fully accessible to all.

Section B - Statutory duties

Working Together to Safeguard Children 2020 & Keeping Children Safe in Education 2023

APTCOO has in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, young people, and vulnerable adults, including:

- ensuring that all elements of APTCOO contribute to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2018 (updated 2020)*. This includes providing a coordinated offer of early help when additional needs of children, young people and vulnerable adults are identified and contributing to inter-agency plans to provide additional support to, for example, children, young people, and vulnerable adults subject to child protection plans (or adult equivalent) and children looked after and previously looked after.
- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children, young people, and vulnerable adults.
- The Senior Management Team and link Safeguarding Trustee/Governor to take leadership responsibility for APTCOO's safeguarding arrangements.
- a culture of listening to children, young people and vulnerable adults and taking account of their wishes and feelings and ensuring there are systems in place for them to express their views and give feedback.
- ensuring there are procedures in place to respond robustly to allegations, including those relating to children, young people and vulnerable adults harming, or allegedly harming other children, young people, and vulnerable adults (including sexual violence and sexual harassment) and allegations against staff and volunteers.
- arrangements which set out clearly the processes for sharing information, with other professionals and with the local Safeguarding Partners
- a designated professional lead for safeguarding. Their role is to support other members of staff, to recognise the needs of children, young people, and vulnerable adults, including recognising and responding to possible abuse or neglect. Designated leads should be a member of APTCOO's senior leadership team, and their roles should always be explicitly defined in any job description. They should be given sufficient time, funding, supervision, and support to fulfil their child welfare and safeguarding responsibilities effectively.
- APTCOO ensure that safer recruitment practices are in place for individuals whom the organisation will permit to work regularly with children (Keeping Children Safe in Education, 2023 pages 52-70, paragraphs 206 - 267) including policies on when to obtain a relevant Disclosure and

Barring Scheme (DBS) check. Safer recruitment practices will include an online check of shortlisted candidates as outlined on page 55, paragraph 221 of Keeping Children Safe in Education 2023.

- APTCOO will keep a single central record of DBS checks and training undertaken (Keeping Children Safe in Education, 2023 page 71, paragraph 268). The record must cover the following people:
 - all staff (including supply staff) who work in the school; in colleges, this means those providing education to children, young people, and vulnerable adults.
 - all others who work in regular contact with children, young people, and vulnerable adults at APTCOO, including volunteers
 - for independent schools, including academies and free schools, all members of the proprietary body.
- APTCOO will ensure that all the staff they employ have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so. The DfE issued updated guidance for schools in August 2018, entitled ‘Disqualification Under the Childcare Act 2006’ of teachers and other school staff working in early or later years provision, or those who are directly concerned with the management of such provision.
- Keeping Children Safe in Education, 2023 page 70, paragraph 266 also refers to disqualification: “For staff who work in childcare provision, or who are directly concerned with the management of such provision, employers need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2018”.
- APTCOO has an effective safeguarding policy in place together with a behaviour for learning policy, which also includes the response to children, young people and vulnerable adults who go missing from provision, staff behaviour policy (code of conduct) and a whistleblowing policy. These are provided to all staff - including volunteers - at the point of induction.
- staff should be given mandatory safeguarding training at the point of induction, which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about a child, young person, or vulnerable adult’s safety or welfare as well as how to manage disclosure. Staff in schools and colleges should ensure that all staff read and understand at least part one of Keeping Children Safe in Education 2023.
- APTCOO will ensure an ongoing programme of refresher training and updates to staff/volunteers about key safeguarding issues at least annually (Keeping Children Safe in Education, 2023-page 33 paragraph 125), with suggested three yearly ‘Introduction to Safeguarding and Child Protection’ training for all staff (Nottingham City Safeguarding Children’s Partnership recommendation).
- all professionals should have regular reviews of their own practice to ensure they improve over time.
- the designated lead for safeguarding should maintain comprehensive records, which should be used to inform a review of the support and level of concern about a child, young person, or vulnerable adult’s circumstances whenever new information arises.
- APTCOO are compliant with the requirements of the LSCP in Nottingham and this includes engagement in the Serious Case Review process.
- In line with Nottingham City Safeguarding Partners requirements, APTCOO complete an annual safeguarding audit (Section 175/157 see footer*) and be engaged in multiagency processes and Serious Case Reviews (See Working Together to Safeguard Children 2018 (Chapter 2 p59 & chapter 3 p77), to be read in conjunction with DfE Keeping Children Safe in Education 2023.
- Clear policies are in place in line with those from the safeguarding partners for dealing with allegations against people who work with children, young people, and vulnerable adults in either a paid or voluntary capacity. This includes individuals or organisations who are using

the school premises for the purpose of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). For any safeguarding allegation, the school will follow their safeguarding policy and procedures, including informing the Local Authority Designated Officer (LADO)- Keeping Children Safe in Education, 2023 page 91, paragraph 377.

An allegation may relate to a person who works with children, young people and vulnerable adults who have:

- behaved in a way that has harmed a child, young person or vulnerable adult or may have harmed a child, young person, or vulnerable adult and/or
- possibly committed a criminal offence against or related to a child, young person, or vulnerable adult and/or
- behaved towards a child or children, young people or vulnerable adults in a way that indicates he or she may pose a risk of harm to them and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children, young people, or vulnerable adults

In addition:

The LADO will be involved in the management and oversight of individual cases where there are allegations made against people who work with children. The Designated Officer will provide advice and guidance to schools, liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, and are consistent with a thorough and fair process:

- any allegation should be reported immediately to the Head Teacher of the school. Where the allegation relates to the Headteacher it should be reported to the Chair of Governors or equivalent. The Local Authority Designated Officer should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from regulated activity (working with children) or would have removed, had the person not left first, because of a safeguarding concern that the person may have posed a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.
- Paragraph 423 of Keeping Children Safe in Education 2023 states that 'concerns and or allegations that do not meet the harm threshold' advises a close focus on record keeping of such concerns and early intervention is expected to be included in safeguarding training for all staff.

In addition to these duties, which apply to schools, further safeguarding duties are also placed on them through other statutes. The key duties that fall on schools are set out below.

**Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of*

age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

To fulfill their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition, schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

Section C – Aims and Responsibilities

APTCOO Trustees/Governors and staff fully recognise the contribution that everyone makes to safeguarding children, young people, and vulnerable adults. We recognise that the safety and protection of all children, young people and vulnerable adults is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting them from harm. We believe that APTCOO should provide a caring, positive, safe, and stimulating environment which promotes all children, young people, and vulnerable adults social, physical, emotional, and moral development. In delivering this ambition we will adhere to the principles set out in Nottinghamshire’s Family Support Strategy and Nottingham City Safeguarding Partnership threshold of need and Nottingham City Safeguarding Partnership Policy, Procedures and Practice Guidance.

Effective safeguarding of children, young people and vulnerable adults can only be achieved by putting children, young people, and vulnerable adults at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, young people, and vulnerable adults, in line with Working Together 2018 and Keeping Children Safe in Education 2023.

The aims of this policy are to:

- confirm that children, young people, and vulnerable adults’ development is supported in ways that will foster security, confidence, and independence.
- raise the awareness of teachers, non-teaching staff and volunteers about the need to safeguard children, young people, and vulnerable adults and of their responsibilities in identifying and reporting possible cases of abuse.
- confirm the structured procedures to be followed by all members of APTCOO in cases of suspected harm or abuse.
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for safeguarding, health and safety and other safeguarding responsibilities.
- emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures, and arrangements through extended schools or any other before and after school activities.
- highlight the connection between the safeguarding policy and the policies for safe recruitment of staff and volunteers and managing allegations.
- confirm the working relationship with Nottingham City MASH, Nottinghamshire MASH, Nottingham City and Nottinghamshire Safeguarding Partners and other agencies and, where appropriate, with similar services in neighboring authorities.

Responsibilities

- i. **The Board of Trustees/Governing Body** has a trained link governor for Safeguarding, who will attend training/updates at least every three years and will also receive the regular safeguarding updates referred to above

It also:

- will ensure a member of the Board of Trustees/governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Headteacher or proprietor or member of board of trustees/governing body
- will ensure that APTCOO has a safeguarding policy, single central record, staff conduct policy and procedures in place, operates safe recruitment procedures, makes appropriate checks on staff and volunteers, and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Nottingham City and Nottinghamshire Safeguarding Partners.
- will ensure that APTCOO create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject, or identify people who might pose a risk to children, young people, and vulnerable adults (Part three: Safer Recruitment, Keeping Children Safe in Education 2023).
- has appointed a member of staff of the leadership team to the role of lead DSL. This individual is **Michaela Ledsham**
- will ensure that APTCOO keeps an up-to-date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- monitors the adequacy of resources committed to safeguarding, and the staff and governor training profile
- recognise that neither it, nor individual trustees/governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- ensure that the safeguarding policy is available to parents and children, young people, and vulnerable adults on request
- will ensure this policy and practice complements other policies e.g., anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across APTCOO.
- will ensure that they develop a safeguarding culture and facilitate a whole APTCOO approach to safeguarding.
- will ensure that all safeguarding processes and policies operate with the best interests of the child, young person, or vulnerable adult.
- ensuring that the child, young person, or vulnerable adult's wishes, and feelings are taken in to account when action is determined by senior leaders.

Trustees/Governors are required to have an enhanced DBS check. APTCOO can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction. (Keeping children safe in Education 2023 Page 79, paragraph 312-314) It is the responsibility of the board of trustees/governing body to apply for the certificate for any of their trustees/governors who do not already have one. Governance is not generally a regulated activity and so trustees/governors do not need a barred list check unless, in addition to their governance

duties, they also engage in regulated activity; however, APTCOO Trustees have agreed that all trustees/governors will be subject to an enhanced DBS check. APTCOO also carry out a section 128 check for trustees/governors, because a person subject to one is disqualified from being a governor.

ii. The Senior Leadership Team will ensure that:

- the policies and procedures adopted by the Board of Trustees/Governing Body are followed by all staff
- the policy will be updated annually and be available publicly either via the website or by other means.
- designated staff review policy when the Nottingham City and Nottinghamshire Safeguarding Partners update their policies and procedures
- sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities including taking part in strategy discussions and other multiagency meetings, to contribute to the assessment and support of children, young people and vulnerable adults and be appropriately trained.
- a single central database of all staff and volunteers, and their safeguarding training dates is maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed.
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard of children, young people and vulnerable adults, and such concerns are addressed in a timely manner in accordance with agreed policies.
- where an allegation is made against a staff member who is not employed by APTCOO, the headteacher will immediately contact both the agency concerned and the LADO. APTCOO will continue to support any investigation that is required (Keeping Children Safe in Education, 2023 Page 90 Paragraph 373-374).
- APTCOO staff and volunteers are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, particularly where there are concerns regarding the potential for forced marriage or female genital mutilation. From February 2023 it is a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats, or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages. (Keeping Children Safe in Education, 2023 Pages 155 and 156,).
- Senior Leaders undergo child safeguarding training, which is updated regularly, in line with advice from the Nottingham City and Nottinghamshire Safeguarding Partners.

All DSLs need to ensure multi-agency working:

In 2018, the Department for Education published Working Together Transitional Statutory Guidance to support Local Safeguarding Children Partnerships (LSCPs), the new safeguarding and child death review partners, and the new Child Safeguarding Practice Review Panel in the transition from LSCBs and serious case reviews (SCRs) to a new system of multiagency arrangements and local and national safeguarding practice reviews.

All Boards of Trustees/Governing Bodies, proprietors, and senior leadership teams, especially their designated safeguarding leads, should be aware of their local arrangements. A list of relevant agencies is available at: legislation.gov.uk.

APTCCO have a pivotal role to play in multiagency safeguarding arrangements. The Board of Trustees/Governing Body and the proprietor will ensure that APTCCO contributes to multiagency working in line with statutory guidance Working Together to Safeguard Children. It is especially important that APTCCO staff and volunteers understand their role in the new safeguarding partner arrangements.

New safeguarding partners and child death review partner arrangements were established in September 2019. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will plan together with appropriate relevant agencies to safeguard and promote the welfare of local children, young people, and vulnerable adults, including identifying and responding to their needs.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children, young people, and vulnerable adults. To fulfil this role, they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children, young people, and vulnerable adults regarding local need. The three safeguarding partners must set out in their published arrangements which organisations and agencies they will be working with, and the expectations placed on any agencies and organisations by the new arrangements.

The three safeguarding partners should enable all relevant providers in the local area to be fully engaged, involved, and included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name providers as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way.

If named as a relevant agency APTCCO, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.

APTCCO's Board of Trustees/Governing Body and the proprietor understand the local criteria for action and the local protocol for assessment, and ensure they are reflected in their own policies and procedures. They will supply information as requested by the three safeguarding partners.

APTCCO will work with social care, the police, health services and other services to promote the welfare of children, young people and vulnerable adults and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children, young people and vulnerable adults are identified and contributing to inter-agency plans to provide additional support to children, young people, and vulnerable adults subject to relevant protection plans.

APTCOO will allow access for children, young people, and vulnerable adults social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

NPCC guidance: 'When to call the police' is designed to help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Nottingham Safeguarding Partnerships Agreed Visiting Professionals Guidance from September 2022

- Any professional wishing to undertake work at APTCOO with children, young people and vulnerable adults must be expected and make a formal appointment
- The named professional must be the person who undertakes the intervention
- Professionals must show their organisation ID on arrival
- APTCOO, **on production of the organisation ID** must accept that all organisation safeguarding procedures have been followed by the external organisation and that DBS clearance has been obtained for that individual following the specific organisation safeguarding policy

APTCOO will not deny access to professionals if they do not have a copy of their DBS certificate with them or if their clearance period is longer than that expected. APTCOO will not request copies of any personal information and Nottingham City will send a DBS verification letter to all settings once a year informing of the expected process.

iii. the trained DSL's for safeguarding:

- 1. Michaela Ledsham – Headteacher, SENCO & Family Support Practitioner (Designated Safeguarding Lead)**
- 2. Karen Kilner – Compliance Lead (Deputy DSL & PREVENT Lead)**
- 3. Tracy Ford – SEND Tutor (Deputy DSL)**
- 4. Carol Burkitt – CEO (Deputy DSL)**

will:

- have their roles explicitly defined in their job descriptions
- be given sufficient time, funding, supervision, and support to fulfil their child welfare and safeguarding responsibilities effectively
- undergo updated child safeguarding training every two years as a minimum
- liaise with relevant agencies in accordance with the Nottinghamshire and Nottingham City Safeguarding Partners procedures when referring a learner where there are concerns about possible abuse or harm

- where there are concerns about a member of staff's suitability to work with children, young people, and vulnerable adults, contact the Local Authority Designated Officer (LADO)
- be able to access the contents of the Nottinghamshire and Nottingham City Safeguarding Partners procedures and Personnel procedures and make these accessible to all staff
- ensure all staff, including supply staff, visiting professionals working with learners in APTCOO and volunteers are informed of the names and contact details of the designated leads and APTCOO's procedures for safeguarding children, young people, and vulnerable adults
- support staff who attend strategy meetings, looked after reviews and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from APTCOO's senior leadership team or others as appropriate
- ensure involvement of other designated leads e.g., where there are concerns about a learner who is 'looked after or previously looked after'
- support staff to reflect on the information they hold about children, young people and vulnerable adults and provide an alternative perspective on issues to promote a better understanding of what may or may not be concerning
- meet at least each half term to review procedures and case load
- be aware of the requirement for children, young people, and vulnerable adults (investigated by the police) to have an appropriate adult (PACE)
- take lead responsibility for safeguarding and child protection (include online safety and understanding the filtering and monitoring systems and processes in place) (Keeping Children Safe in Education, 2023 Page 28, Paragraph 103)

Designated leads will ensure that:

- written records of concerns are kept, even if there is no immediate need for referral
- all child protection records are marked as such and kept securely locked, and if these are stored electronically, that they are password protected separately from the learners' other files, and accessible only by the Head teacher/designated leads
- learner records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere
- they have oversight of attendance where there are concerns about welfare and safety, for example children missing education and patterns of non-attendance
- details in relation to phone calls about absences are similarly logged and dated
- the children, young people, and vulnerable adults missing education- statutory guidance for local authorities 2016 is adhered to
- where a learner is subject to a Child Protection Plan, and is absent without explanation for two days, the relevant professional in children's social care is contacted
- children, young people, or vulnerable adults records are monitored for patterns, when taken in isolation would appear to be low level concerns, but when viewed together indicate a pattern which requires further action.
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns arise.

- where there are existing concerns about a learner, and they transfer to another school in the same or another authority, information held is transferred securely and confidentially e.g., documents noted confidential, separate from the learner’s main file to the designated lead for child safeguarding in the receiving school
- transfer of records (once on roll at another school) is 5 working days
- where a learner has a **child protection plan** or there are ongoing child protection enquiries and/or transfers to another school;
 - the receiving school designated lead for Safeguarding is informed immediately
 - their child protection file is copied for any new school or college as soon as possible but transferred separately from the main learner file (recorded delivery)

iv. The staff

All staff, teaching and non-teaching, volunteers and others working at APTCOO need to:

- read and understand a minimum of Part 1 of Keeping Children Safe in Education (KCSIE) 2023.
- be aware that to safeguard children, young people, and vulnerable adults, they have a duty to share information with the designated leads, and through the designated lead, with other agencies
- be aware that despite the requirement to share information with designated leads they can make their own referral to Children’s Social Care, e.g., in urgent situations
- be alert to signs and symptoms of harm and abuse. Further information regarding potential indicators of abuse, including specific information about risks such as Female Genital Mutilation and Forced Marriage is available on the Nottinghamshire and Nottingham City Safeguarding Partners webpages.
- know how to respond to their duty when they have concerns or when a learner discloses to them and to act
- be aware of and ensure adherence to APTCOO’s Low Level Concerns policy and procedures
- know how to record concerns and what additional information may be required
- undergo child safeguarding training which is updated regularly in line with advice from the Nottinghamshire and Nottingham City Safeguarding Partners, (whole staff training every three years) and statutory guidance (KCSIE, 2023)
- recognise that abuse and neglect can happen in any setting and maintain an attitude of ‘it could happen here’
- have access to “What to do if you’re worried that a child is being abused: advice for practitioners’ guidance.” (2015)
- report where they see or suspect that unacceptable content is being accessed online despite filtering and monitoring systems
- ensure appropriate supervision when children are accessing online platforms
- give due consideration to planned lesson content where it may impact the schools filtering and monitoring process, See E-safety policy for further information.
- Staff will be aware a child being absent from school is a potential indicator of abuse or neglect and, as such, these pupils are particularly at risk of being victims of harm, sexual and criminal exploitation, forced marriage, female genital mutilation or radicalisation. Staff will monitor pupils that are absent from school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, and in accordance with the school Attendance Policy.

Allegations against the Headteacher

Where an allegation is made against the Headteacher or Proprietor, the Chair of the Board of Trustees/Governing Body, or equivalent, must be informed as well as the Local Authority Designated Officer (LADO) [**Nottingham City: 0115 8764762, Nottinghamshire: 0115 9773921**]

V. Learners

Safe Environment – learners are safe and feel safe

All learners are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The school adopts an open and accepting attitude towards learners as part of our responsibility for pastoral care. Learners, parents, and staff will be free to talk about any concerns and will see APTCOO as a safe place when there are difficulties. Learners' worries and fears will be taken seriously, and learners encouraged to seek help from school staff.

APTCOO will therefore ensure that:

- There is an ethos where learners feel secure and are encouraged to talk and are listened too, taken seriously, and responded to appropriately is established and maintained
- Learners are involved in the decision-making which affects them
- Learners know that there are adults in APTCOO whom they can approach if they are worried or have difficulties and APTCOO has well developed listening systems
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines e.g., Nottinghamshire and Nottingham City and Nottinghamshire Safeguarding Partners and Childline.
- Curriculum activities and opportunities to equip learners with the skills they need to stay safe from abuse are provided
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and learners that is understood and endorsed by all.
- Positive and safe behaviour is encouraged among learners and staff are alert to changes in a learner's behaviour and recognise that challenging behaviour may be an indicator of abuse
- Effective working relationships are established with parents and colleagues from partner agencies
- There is an awareness that personal and family circumstances and lifestyles of some learners lead to an increased risk of neglect and/or abuse

Section D- Reporting concerns to the Designated Safeguarding Lead

Any concern should be discussed in the first instance with *one of the designated leads*, as soon as possible. **If at any point there is a risk of immediate serious harm to a child, a referral should be made to Children’s Social Care or the police immediately. Anybody can make such a referral.**

All concerns / decisions / actions / outcomes are recorded as per APTCOO procedures (including electronic records)

Immediate response to the learner

It is vital that our actions do not harm the learner further or prejudice further enquiries, for example:

- listen to the learner, if you are shocked by what is being said, try not to show it
- it is ok to observe bruises but not to ask a learner to remove their clothing to observe them if a disclosure is made,
 - accept what the learner says
 - stay calm, the pace should be dictated by the learner without them being pressed for detail by asking leading questions such as “what did s/he do next?” It is your role to listen - not to investigate
 - use open questions such as ‘is there anything else you want to tell me?’ or ‘yes?’, ‘and?’
 - be careful not to burden the learner with guilt by asking questions like ‘why didn’t you tell me before?’
 - acknowledge how hard it was for the learner to tell you
 - do not criticise the perpetrator, the learner might have a relationship with them
 - do not promise confidentiality, reassure the learner that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the learner’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as ‘I’ll stay with you all the time’ or ‘it will be all right now’

Recording information – Please refer to the reporting process and associated forms on Appendix 1

- make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern, facts and not assumption or interpretation. Your name and role should be included
- if it is observation of bruising or an injury try to record detail, e.g., ‘right arm above elbow’. Do not take photographs
- note the non-verbal behaviour and the key words in the language used by the learner (try not to translate into ‘proper terms’)
- it is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral
- verbal conversations should be promptly recorded using APTCOO’s system

Section E- Supporting learners.

- The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances learners might feel helpless and humiliated, and that they might feel self-blame
- We recognise that APTCOO might provide the only stability in the lives of learners who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a learner in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.
- Staff have an understanding that learners with SEND can be more vulnerable to abuse and neglect. SEND learners will receive support from the Inclusion Lead (SENCo) and relevant outside agencies e.g., Learning support or Education and Health Care Plan
- We are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. Where staff have concerns about a child's mental health immediate action should be taken in line with safeguarding policy. (Keeping Children Safe in education, 2023 Page 15 Paragraph 45-47).
- Advice and guidance are available: www.gov.uk/government/publications/mental-health-and-behaviour-in-schools ; www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/
- APTCOO will support all learners by discussing child protection cases with due regard to safeguarding the learner and his or her family; supporting individuals who are, or are thought to be, in need or at risk in line with Nottingham City & Nottinghamshire Safeguarding Partners procedures; encouraging self-esteem and self-assertiveness; challenging and not condoning aggression, bullying or discriminatory behaviour; and promoting a caring, safe, and positive environment.
- We recognise that the provision of the right help at the right time is a key element of our wider safeguarding responsibilities. This includes the provision of Early Help either directly through APTCOO or by signposting to other local services, as set out in Nottinghamshire or Nottingham City's Threshold of Need. Where a child, young person or vulnerable adult is receiving early help support, we will continue to monitor this to make sure it is having the required impact. Where there is no evidence of this impact, we will consider other alternatives, which may include seeking specialist support.

Confidentiality

- The personal information about all learners' families is regarded by those who work in APTCOO as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality
- Staff understand that they need know only enough to prepare them to act with sensitivity to a learner and to refer concerns appropriately. The designated leads who will disclose information about a learner to other members of staff on a need-to-know basis only. It is inappropriate to provide all staff with detailed information about the learner, incidents, the family, and the consequent actions.

Staff must be aware that:

- they cannot promise a learner complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the learner or other learners safe
- Where there are concerns about a learner’s welfare relevant agencies need to be involved at an early stage. If a member of staff or a volunteer has concerns about a learner’s welfare, or if a learner discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the member of staff must speak to their designated lead with a view to passing on the information.

Consent

All professionals are expected to follow consent guidance from the General Data Protection Regulation (GDPR) 2017, the Children Act 1989 and the Crime and Disorder Act 1998. To make a referral, parents/carers must give their **explicit and informed consent** for information to be shared with other agencies to enable holistic support and access to services. Recorded consent should be gained by the referring agency, with clarity about why and with whom information will be shared. Services cannot accept a referral without consent, unless there are safeguarding concerns whereby there is a statutory duty to intervene and seeking consent may put the child at further risk or cause a delay. In situations where there are concerns that a child, young person, or vulnerable adult is suffering, or is likely to suffer significant harm, information may be shared without consent.

Circumstances may include:

- Suspicion that a child, young person, or vulnerable adult will be forced into marriage or removed from the country against their will
- Suspicion that a child, young person, or vulnerable adult is at risk of female genital mutilation
- A disclosure of sexual or physical abuse putting the child, young person, or vulnerable adult at immediate risk
- Suspicion that illness is being fabricated.

Permission to share information with Nottingham City and/or Nottinghamshire MASH should always be sought from an adult with parental responsibility for the child, young person, or vulnerable adult before passing information about them to Children’s (or Adults where applicable) Social Care, UNLESS seeking permission would place the child, young person, or vulnerable adult at immediate risk of significant harm or may lead to the loss of evidence, for example destroying evidence of a crime or influencing a child, young person, or vulnerable adult about a disclosure made.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. (Page 17, paragraph 57 Keeping Children Safe in Education 2023)

Further details on information sharing can be found: Working Together to Safeguard Children 2018, Data protection: toolkit for schools, Information Sharing: Advice for Practitioners providing safeguarding services to Children, Young People, Parents and Carers.

Section F - Safeguarding as part of the Curriculum

Through PSHE, IT and other curriculum opportunities, learners are helped to talk about their feelings, know about their rights and responsibilities, understand, and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help, both in and out of APTCOO, and how to make a complaint.

The following areas are addressed within PHSE, IT and in the wider curriculum:

- Bullying, including cyber-bullying, child-on-child abuse, up-skirting, and down-blousing.
- Online safety
- Road, fire, and water safety
- Inter-personal relationships and domestic abuse
- Child sexual exploitation (CSE), both online and offline
- Honour based abuse and forced marriage
- Female genital mutilation (FGM)
- Radicalisation and extremism (Educate Against Hate)
- This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), The Government has made regulations which will make the subjects of Relationships Education (for all primary learners) and Relationships and Sex Education (for all secondary learners) and Health Education (for all learners in state-funded schools) mandatory from September 2020.

Section G - Online Safety (Keeping children Safe in Education, 2023 Page 35- 38 Paragraphs 135 – 148)

It is essential that children, young people, and vulnerable adults are safeguarded from potentially harmful and inappropriate online material. An effective overarching approach to online safety empowers APTCOO to protect and educate learners and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

When children, young people and vulnerable adults use the APTCOO network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems, (see our online safety policy). We acknowledge that learners may have access to the internet using their own devices and therefore our wider curriculum and linked policies ensure that pupils have an awareness and understanding of online risks.

Governing bodies and proprietors ensure that APTCOO has appropriate filters and monitoring systems in place and regularly review their effectiveness (Keeping Children Safe in Education, 2023 Page 37, Paragraphs 141 – 142;) with clear identified role and responsibilities for all involved in this area of safeguarding.

At **APTCOO** we ensure that we meet the Digital and Technology Standards as detailed in the DFE publication '*Meeting digital and technology standards in schools*' 2023

[Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges)

Section H - Working with parents/carers

- Parents and carers play an important role in protecting their children, young people, and vulnerable adults from harm.
- In most cases, APTCOO will discuss concerns about a learner with the family and, where appropriate, seek their agreement to making referrals to Nottinghamshire's MASH or Nottingham City's MASH.
- The learner's views will be considered in deciding whether to inform the family, particularly where the learner is sufficiently mature to make informed judgments about the issues, and about consenting to that.

- APTCOO aims to help parents understand that APTCOO, like all others, has a duty to safeguard and promote the welfare of all learners, and that they may need to share information and work in partnership with other agencies when there are concerns about a learner's welfare.

Section I - Children in Care (previously known as LAC) and Children Previously in Care

Supporting children in care and children and young people who have been in care is a key priority for APTCOO. We recognise that the needs of this group of children, young people and vulnerable adults can only be effectively met when all agencies work together. To ensure we have a coordinated approach to meeting the needs of children, young people and vulnerable adults in care who attend our school we have a designated lead, who is: **Michaela Ledsham**

Our designated lead for CIC will

- Attend PEP reviews
- Ensure children receive the correct provision, support and intervention and review frequently
- Work closely with the Virtual School

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents, or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children, young people, and vulnerable adults are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

APTCOO have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although APTCOO have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform APTCOO. However, it should be clear to APTCOO who has parental responsibility.

APTCOO staff should notify a designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child, young person or vulnerable adult involved to check that they are aware of their duty to inform the local authority.

On admission to APTCOO, we will take steps to verify the relationship of the adults to the child who is being registered.

Section J - Prevention in the Curriculum

Keeping Children Safe in Education, page 34, paragraph 131, states that ‘preventative education is most effective in the context of a whole school or college approach that prepares learners and students for life in modern Britain...’

In addition, it is expected that:

- APTCOO recognises the importance of developing learners’ awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- the PSHE programme *in each key stage* provides personal development opportunities for learners to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, learners are taught to, for example:
 - safely explore their own and others’ attitudes
 - recognise and manage risks in different situations and how to behave responsibly
 - judge what kind of physical contact is acceptable and unacceptable
 - recognise when pressure from others (including people they know) threatens their:
 - personal safety and well-being and develop effective ways of resisting pressure
 - including knowing when and where to get help
 - use assertiveness techniques to resist unhelpful pressure
 - how to keep safe online

- the risks associated with sharing indecent images of, or information about, themselves. This is something that is often referred to as Sexting. Research indicates that this is increasingly associated with concerns such as sexual exploitation. Our work in this area is based on the guidance set out in Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People

Section K - Particularly Vulnerable Groups

Some children, young people and vulnerable adults may be particularly at risk of abuse and harm. This includes for example privately fostered children, young people and vulnerable adults, children, young people and vulnerable adults with a disability, children and young people, and vulnerable adults with communication needs. Certain forms of behaviour can also increase the vulnerability of a young person such as drug or alcohol misuse. The designated safeguarding leads should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children, young people and vulnerable adults which need to be reported in accordance with national (Government) and local (Nottingham City and Nottinghamshire Safeguarding Partnerships) procedures without delay. The leads should also ensure staff working with children, young people and vulnerable adults are alert to signs which may indicate possible abuse or harm.

At APTCOO we recognise that some learners with protected characteristics may require reasonable adjustments and positive action to be taken to deal with particular disadvantages which may affect them (Page 25 paragraph 89, Keeping Children Safe in education 2023)

1. Preventing Radicalisation - *Keeping Children Safe in Education 2023 Pages 149-151*

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counterterrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools to respond when they become concerned that a child is being, or is at risk of, becoming radicalised. Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalisation. Also, schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

Statutory guidance has been published and is available here: <https://www.gov.uk/government/publications/prevent-duty-guidance>

If you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact **Karen Kilner – APTCOO’s Prevent DSL** in the first instance; further guidance can be provided by Nottingham City’s Prevent Education officer, Louise Cox or the Prevent Team prevent@nottinghamshire.pnn.police.uk who will then contact you to discuss whether a referral should be made. Although a police team, their role is to support early intervention so that vulnerable children, young people and vulnerable adults or adults do not end up facing criminal sanctions.

2. Female Genital Mutilation - *Keeping Children Safe in Education 2023 Page 154-155*

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that many cases happen between the ages of 5 and 8.

Risk factors for FGM include

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman
- symptoms of FGM (see below)

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children, young people and vulnerable adults from learning about FGM.

Potential indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g., withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a mandatory duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with a designated safeguarding lead and Children's Social Care. Although the duty does not apply in relation to at risk or suspected cases nevertheless this is still something that must be reported to social care.

www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

3. Sexual violence and sexual harassment in schools – Keeping *Children Safe in Education*, 2023 Pages 105-135, paragraphs 447 – 558

Education and short breaks providers should **respond to all reports and concerns** of child-on-child sexual violence and sexual harassment, including those that have happened outside of APTCOO, and/or online.

Sexual violence and sexual harassment can occur between two children, young people and vulnerable adults of **any age and sex**, from primary through to secondary stage and into post 16. It can occur through a group of children, young people and vulnerable adults sexually assaulting or sexually harassing a single child or group of children, young people, and vulnerable adults. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Whilst **any** report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Education and short breaks providers not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children, young people and vulnerable adults accepting it as normal and not coming forward to report it.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. The Board of Trustees/Governing Body should ensure that APTCOO contributes to multiagency working in line with statutory guidance Working Together to Safeguard Children, young people, and vulnerable adults.

Any decisions are for APTCOO to make on a case-by-case basis, with a designated safeguarding lead taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

The NSPCC also provides free and independent advice about HSB: [NSPCC Learning -Protecting children, young people and vulnerable adults from harmful sexual behaviour](#) and [NSPCC -Harmful sexual behaviour framework](#)

The Lucy Faithfull Foundation has developed a HSB toolkit, which amongst other things, provides support, advice, and information on how to prevent it, links to organisations and helplines, resources about HSB by children, young people and vulnerable adults, internet safety, sexual development and preventing child sexual abuse.

Contextual Safeguarding Network–Beyond Referrals provides a self-assessment toolkit and guidance for addressing HSB in schools.

Stop It Now -Preventing harmful sexual behaviour in children -Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children, young people and vulnerable adults safe, they also run a free confidential helpline.

It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

4. Child on Child Abuse - *Keeping Children Safe in Education 202 Pages 139-140*

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting.

All staff should be aware that children, young people, and vulnerable adults can abuse other children, young people, and vulnerable adults (often referred to as child-on-child abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence, such as rape, assault by penetration and sexual assault.
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- 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
- production and/or sharing of sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

At APTCOO we believe that all children, young people, and vulnerable adults have a right to attend education and short breaks provision and learn and play in a safe environment. Children, young people, and vulnerable adults should be free from harm by adults in APTCOO and other young

people. We recognise that some young people will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under APTCOO's Behaviour Policy.

5. Neglect – *Keeping Children Safe in Education, 2023 Page 11 Paragraph 30 and Annex A, Page 137 Paragraph 4-12*

The persistent failure to meet a child, young person, or vulnerable adult's basic physical and/or psychological needs, likely to result in the serious impairment of the child, young person or vulnerable adult's health or development. Neglect may involve a parent or carer failing to provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child, young person, or vulnerable adult's basic emotional need.

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Nottinghamshire and Nottingham City Safeguarding Children Partnerships have adapted this toolkit which was initially developed by Jane Wiffin on behalf of Hounslow LSCB and then revised by North Somerset; to offer a 'Structured Judgement Approach' to the identification of child neglect and the tools for agencies to work in partnership with families to improve outcomes for the children, young people and vulnerable adults and young people.

Child and Young Person's Neglect Toolkit for assisting in the identification of Child Neglect V1.3 June 2022

The Toolkit should be used in conjunction with the local Nottinghamshire and Nottingham City Pathway documents which provide guidance on thresholds for services, and the interagency Procedures and Guidance http://nottinghamshirescb.proceduresonline.com/p_neglect.html.

- Nottinghamshire: Pathway to Provision <http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision>
- Nottingham City: Threshold of Need [final-version-6-06-06-2023-nottingham-city-threshold-of-needs.pdf \(nottinghamcity.gov.uk\)](http://www.nottinghamcity.gov.uk/media/1234567/final-version-6-06-06-2023-nottingham-city-threshold-of-needs.pdf)

Section L - Contextual safeguarding

This means that when incidents and or behaviours are associated with factors outside APTCOO and/or occur between children, young people, and vulnerable adults outside APTCOO, the designated safeguarding lead (or deputy) should be considering contextual safeguarding. This simply means assessments of children, young people and vulnerable adults in such cases should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors and so, it is important that education and short breaks providers provide as much information as possible as part of the referral process. This will allow any assessment to consider all the evidence and the full context of any abuse.

Section M - Professional development and Training

The trustees/governors recognise that all staff and volunteers who work with children and young people aged up to 18 years need to have appropriate child safeguarding training that equips them to recognise and respond to learner welfare concerns.

We will ensure staff are given mandatory safeguarding training at point of induction, which includes familiarisation with safeguarding policy, part 1 of Keeping Children Safe in Education, the staff code of conduct, the designated safeguarding leads in APTCOO, their responsibilities and the procedures to be followed.

Part 2 The Management of Safeguarding, Page 23 specifies “Board of Trustees/Governing Body and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection training at induction”.

The training, including multi-agency training, in the last 3 years undertaken by staff and trustees/governors to ensure their knowledge and skills are up to date includes:

All staff mandatory training relating to Child Protection and Safeguarding:

- Safeguarding Children and Young People
- Domestic Abuse: Children and Young People
- PREVENT Duty
- Child Protection in Education
- Online Safety
- Safeguarding Children and Young People with SEND
- Child Abuse Linked to Faith and Belief

Designated Safeguarding Leads

- Designated Safeguarding Lead – DSL’s (Every 2 years (Nottingham city) and refresher training annually (Nottinghamshire))
- DSL Networks (Nottingham City)
- Working Together to Safeguard children Level 3 (Nottinghamshire – every 3 years)

Trustees/Governors Mandatory Training:

- Child Protection Fundamentals
- The Governance of Safeguarding
- The PREVENT Duty
- Safeguarding Children and Young People with SEND
- Understanding the role of the Designated Safeguarding Lead

This list is not exhaustive.

An assessment of APTCOO's training need is presented to the trustees/governors annually so that they can ensure that training is appropriately provided for all staff. This report is also shared with staff to enable them to contribute to the development of safeguarding practice in APTCOO. A training register is kept indicating when staff and trustees/governors have been trained and this in turn informs the annual report to governors.

Safer recruitment training has been attended by: **Mike Holmes, Samantha Wright, Karen Kilner, Matthew Abdy, Carol Burkitt**

- Whole School Refresher Training at least annually with regular in-school updates
- Safer recruitment training: Through EduCare

All staff, schools and Board of Trustees/Governing Body members should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners.

Schools need to evaluate and demonstrate how well they fulfil their statutory responsibilities and exercise professional judgment in keeping children, young people and vulnerable adults safe as outlined in KCSIE 2023.

Section N - Identification for visitors to school

Nottingham City Schools Agreed Visiting Professionals Guidance

- Any professional wishing to undertake work in school with children must be expected and make a formal appointment
- The named professional must be the person who undertakes the intervention
- Professionals must show their organisation ID on arrival
- School, on production of the organisation ID must accept that all organisation safeguarding procedures have been followed by the external organisation and that DBS clearance has been obtained for that individual following the specific organisation safeguarding policy

Schools should not deny access to professionals if they do not have a copy of their DBS certificate with them or if their clearance period is longer than that expected for school. Schools are not permitted to request copies of any personal information.

Nottingham City Local Authority provide correspondence that can be regarded as the written notification required by the school to confirm that all Nottingham City Council employees have been subject to the safer working checks in accordance with the relevant statutory guidance.

Nottingham City Council will send a DBS verification letter to all settings once a year informing of the expected process, a copy of this letter can be found at [General Resources - Nottingham City Council](#)

Section O - Further guidance

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

- **NSPCC Child line Project:** (funded through the DfE) The project is free of charge to all primary schools and pupils in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with children about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email: - EGrishin@NSPCC.org.uk or Tel: 0115 9258602.

- Threshold of Need
[final-version-6-06-06-2023-nottingham-city-threshold-of-needs.pdf \(nottinghamcity.gov.uk\)](#)

- Behaviour and Discipline
[Behaviour in schools guidance \(publishing.service.gov.uk\)](#)

- Attendance
[Working together to improve school attendance \(publishing.service.gov.uk\)](#)

- Exclusions
[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#)

- Bullying
[Preventing bullying - GOV.UK \(www.gov.uk\)](#)

- Nottingham City Safeguarding Partners Interagency Procedures and Practice Guidance
[Inter-agency Procedures and Practice Guidance - Nottingham City Council](#)

- DBS guidance
www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006 (Updated August 2018)
[DBS checks: detailed guidance - GOV.UK \(www.gov.uk\)](#)