

Safeguarding Policy

Policy statement and principles



Empowering Minds, Enriching Lives

At Vibrance, we strive to empower students through personalised education, fostering a love for learning and growth.

Our Vision

To provide a supportive and empowering environment for individuals seeking alternative education where they can thrive and reach their full potential.

Our Mission

To offer innovative and personalised programs that cater to each individual's unique needs, fostering growth, self-confidence, and a sense of belonging.

Our Values

Vibrance values are to:

Inspire

Be tolerant and honest

Respect

Aspire

Nurture and be neighbourly

Create and have confidence

Enjoy

Our Aims

- * To empower students to overcome challenges.
 - * To succeed in learning.
- * To find it enjoyable and relevant to their lives.
- * To learn to do things by themselves, be excited about things, be kind, make good choices, and be responsible.
- * To create a vibrant community where everyone is valued and supported on their journey towards success.

The Senior Designated Safeguarding Lead, Catherine Brown, will review this safeguarding and child protection policy regularly to ensure it remains current and incorporates all revisions to local or national safeguarding guidance. This policy will be fully reviewed at least once a year during the autumn term.

Date of last review: August 2024

Date of the following review: July 2025

Safeguarding Policy

Role	Name	Contact Details
Headteacher/Principal Senior Leader(s) available for contact in the absence of the DSLs Senior Designated Safeguarding Lead	Catherine Brown	catherine@vibrance- education.co.uk / 07900969721
LA Safeguarding Children in Education Officer	Cheryl Stollery	0115 8041047
LA 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	0115 977 4247
Emergency Duty Team (Children's Social care)	Outside of office hours	0300 456 4546
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help/whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk

Our policy applies to all staff, governors, and volunteers working at Vibrance Education. It considers 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 Child Protection policy, and the 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 (published 15th December 2023, updated February 2024), which 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 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 adequate support, protection, and justice.

This policy's procedures apply to all staff, supply staff, and volunteers and are consistent with those of Nottinghamshire Safeguarding Children Partnership (NSCP).

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Maintaining a child-centred and coordinated approach to safeguarding:

Everyone who works at Vibrance Education understands they are an essential part of the broader safeguarding system for children and accepts safeguarding and promoting the welfare of children as everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. 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 child's best interests.

We recognise that no single practitioner can fully picture 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 their welfare and protect them from harm. It is 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 children grow up in circumstances consistent with providing safe and effective care.
- Taking action to enable all children to have the best outcomes.

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

Whole provision 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 place them in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating.
- We have a responsibility to provide a safe environment in which children can learn. We will regularly review our 'safeguarding arrangements' to ensure they remain effective and that all children and staff are safe.
- 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 concerned** about a child's welfare should follow the processes set out in this Safeguarding and 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, abuse or harassment from a child.
- Our senior designated safeguarding lead will support staff in carrying out their safeguarding duties and will liaise closely with other services such as children's social care, police, health, and NCC early help service, where required. 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.

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

- Pupils' health, safety, emotional well-being, and mental and physical health or development.
- We are meeting the needs of children with special educational needs and disabilities.
- Ensuring reasonable adjustments are provided as informed by the Equality Act for disabled children and young people with SEN.
- Where a child receives elective home education and has an EHCP, we will ensure the LA has plan details and a decision letter from the child's parents and carers.
- The use of 'reasonable force' and inclusive behaviour management strategies.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off-site education.
- Intimate care and emotional well-being.
- Online safety and associated issues, including filtering and monitoring by DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering 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 and being aware of the ease of access to mobile phone networks.
- The approach to online safety includes appropriate filtering and monitoring of provision devices and networks, including home use.
- 'Deliberately missing education and children who have an 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 radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- It has a mental health need and affects school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP)).
- She was 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 (includes children abusing other children, another 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 is extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.

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- Issues that may be specific to a local area or population include showing signs of being drawn into antisocial 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, or criminal child exploitation (CCE).
- It is 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 severe violence and violent crime.
- Persistent absence from education, including absence for part of the school day.
- At risk of suspension or permanent exclusion
- Issues affecting children include domestic use and violence, female genital mutilation, and honour-based abuse.
- They are 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 is 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, commonly known as the Upskirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and is reportable by all teachers (KCSiE Annex A).

All our staff and volunteers know the indicators of abuse and neglect, etc. and knowing what to look for is vital for 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 directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead is not available for children who may need 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 they do not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be threatened not to tell, so they may 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 on a way forward to support the child and determine how best to build trusted relationships with children and young people, facilitating good communication opportunities.

All staff should **always** speak to the designated safeguarding lead or deputy immediately.

All our staff are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or label alone. In most cases, multiple issues will overlap, so all staff should always be vigilant and 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 provision, which can occur between children outside our school environment.

All 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. Children

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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 know that technology offers many opportunities but is significant 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 understand the expectations applicable to their roles and responsibilities regarding the filtering and monitoring ICT systems and regularly monitor the school's equipment and networks.

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

Our Senior DSL has the lead responsibility in this area, considering the number of and age range of their children, those potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.'

Our management will ensure they maintain oversight of the Online Safety Policy contained within our central child protection policy and the arrangements to provide appropriate filtering and monitoring on school devices and school networks. 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, paragraphs 145 to 146.

This will include:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provisions at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Effective monitoring strategies must be implemented to meet the school/college safeguarding needs.
- Review and discuss the standards with the leadership team, IT staff, and service providers to ensure the school/college meets the filtering and monitoring standards published by the Department for Education.

Our management team will ensure a review is maintained to ensure the standards are met and discuss with IT staff and service providers whether more needs to be done to support our school/college in meeting and maintaining these standards and communicating these to staff, pupils, parents, carers, and visitors to the school, who teach children as part of the learning and educational opportunities we provide.

Our DSL 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 provision.

We will help people understand harmful online challenges and hoaxes and share information with parents and carers about where they can get help and support.

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

Should an incident or disclosure be made by a child, our staff will constantly reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe. Still, we recognise that not every victim will view themselves as such. We will also be mindful of using other terminology, such as '**alleged perpetrator(s)**' or '**perpetrator(s)**', as, in some cases, the abusive behaviour will also harm the perpetrator.

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 thoroughly and where required, different types of assessment and services are put in place where needed and by the Nottinghamshire County Council and the Nottinghamshire Safeguarding Children Partnership Pathway to Provision (threshold guidance for referral and access to services).

Identifying Concerns

All staff, volunteers, and governors will know how to identify pupils who may be being harmed and how to respond to a pupil who discloses abuse or where others raise concerns about them. Our staff will be familiar with the 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 can recognise the indicators of child abuse, harm, or neglect. They 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 damage. Harm can include ill-treatment that is not physical, as well as the impact of witnessing the ill-treatment of others. This can be particularly relevant, for example, about the effects on children of all forms of domestic abuse, including where they see, hear, or experience its effects. Children may be abused in a family or 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

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

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, 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. Adult males do not solely perpetrate sexual abuse. 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 college policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the severe 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 the proper supervision (the use of inadequate caregivers); or provide access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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

Our ethos demonstrates that the practical safeguarding of children can only be achieved by putting children at the centre of a system where we listen to children and hear what they say. Every individual within Vibrance Education 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 an age-appropriate way.

Our provision is led by senior staff members 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 promptly with appropriate action 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 Senior 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 while they should discuss and agree with the DSL regarding 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 whistleblowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

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

Children who attend alternative education often have complex needs. It is essential governing bodies/trusts, and designated safeguarding leads ensure children are fully supported at all times, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all the necessary information for the child before they access the provision. Working together is crucial to keeping the child safe and understanding the vulnerabilities that need support. We will ensure that up-to-date contact details for the professionals working with the child and family are provided to the designated safeguarding leads as required.

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

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As an alternative provision, details of the child's week, including SEND and safeguarding, will be shared with agencies weekly and daily if required.

The provision will follow the safeguarding policies and procedures for any safeguarding allegation, including informing the LADO.

Staff will get annual training and updates given at each staff meeting.

The provision follows safer recruitment procedures, ensuring all background checks, including DBS and references, are completed before a staff member begins.

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

The Senior DSL, along with the Designated Teacher, can inform the Headteacher of the number of children in their cohort who have or 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.

The Designated Teacher maintains working links with the Virtual School Head to promote the educational achievement of looked-after children and those who have been previously looked after children. The virtual school head collaborates with us to identify and engage other key professionals, such as social workers, headteachers, governors, Special Educational Needs coordinators, mental health leads, and other local authority officers, to help improve outcomes for children.

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.
- Pupils are supported with social care involvement through their child-in-need or child protection plans or are subject to Local Authority Care.
- We are raising awareness of safeguarding children and child protection processes and equipping them with the skills to keep them safe in and outside our learning environment.
- Recognising early help is the best way to support children, and support should be provided as soon as a problem emerges at any point in a child's life.
- Working 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 maintain the required filtering and monitoring arrangements for online safety and harm.

We recognise that because of the day-to-day contact our staff have with children, they and we are well placed to observe the outward signs of abuse and report concerns promptly to seek help or interventions and support the child/ children.

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Vibrance Education 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 other agencies' parents, carers, and colleagues.
- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognising and managing risks, including online safety, radicalisation and extremism, sexual exploitation, child-on-child sexual violence and sexual harassment, and the sharing of nude and semi-nude images, which has replaced what was termed as 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 intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and learning ability.
- Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- We will act swiftly to address any concerns related to severe violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensure our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks are saved in the policy folder.
- Maintain an online safety policy that addresses statutory filtering and monitoring standards, considers remote learning and the use of mobile and smart technology, and is reviewed regularly to consider any new threats saved in the policy folder.
- 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 and seek support in a safe place and where children and young people can form safe and trusted relationships. Children and young people can feel assured that they will be listened to, heard, and supported to enable them to 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,
- We will help create and maintain safe places and spaces within the community so that children and young people know how to access safety outside of the school/college environment if needed.
- We will take all reasonable measures to minimise any risk of harm to children's welfare inside and outside our provision environment.
- Take all appropriate actions to address concerns about the welfare of a child, working with local policies and procedures in full working partnership with agencies.

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- 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.
- 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 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 has a duty to safeguard children inside and outside the school environment, including school trips, extended school activities, vocational placements, and alternative education packages.

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), a member of the provision's leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into the job description and clarifies the role and responsibilities, including those as defined in KCSiE 2024 Annex C.
- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure 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 children's social care/police if a child is in immediate danger.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practices and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure parents understand the school and staff's responsibility 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 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; document and collate information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept securely.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.

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- Develop and then follow procedures where an allegation is made against a staff member 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 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. For example, children may feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it challenging to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant, or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff must also determine how best to build trusted relationships with children and young people, which facilitates communication. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

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

Our provision will endeavour to support the pupil through:

- Developing the content of the curriculum
- Maintaining an ethos promotes a positive, supportive, and secure environment and gives pupils a sense of being valued.
- 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 are aimed at supporting vulnerable pupils in our provision.
- We will proactively ensure that all children know that some behaviours are unacceptable and need to be addressed, but they are valued as members of our provision. They will be supported through the time required to deal with any abuse or harm that has occurred or outcomes from incidents.
- Liaison with other agencies that support the pupil, such as Children's Social Care (in line with the Pathway to Provision Version), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF).
- Ensuring that, where a pupil leaves and is subject to a child protection plan, a child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **five working days** and that the child's social worker is informed.
- Ensure that the SENDCO and staff recognise and fully support the vulnerability of children with special educational needs or disabilities.
- 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 made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.

Date of last review: August 2024

Date of the following review: July 2025

Safeguarding Policy

- The designated safeguarding lead will be informed immediately, and actions will be taken by the provision of -child/ sexual violence and sexual harassment between children in school and college policy.

Safe Staff and Safe Recruitment

- The provision's leadership team will ensure that all safer working practices and recruitment procedures are followed according to the guidance set out in KCSiE 2024 Part Three policy and practice guidance.
- School leaders and staff will be appropriately trained in safer working practices and will have access to safer recruitment training.
- Statutory pre-employment checks and references from previous employers are essential parts of the recruitment process. We will ensure we adopt the appropriate procedures to conduct the required checks, and where any concerns arise, we will seek advice and act in accordance with national guidance.
- Our provision has recruitment, selection, and vetting procedures in place by KCSiE 2024 Part Three. It maintains a single central record (SCR) that is reviewed regularly and updated by 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. 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 through SharePoint.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices by leadership before beginning working and contact with pupils.
- In the event of any complaint or allegation against a staff member, the headteacher (or the Designated Safeguarding Lead) will be notified immediately if the headteacher is not present. If it relates to the headteacher, the person in charge will be informed immediately. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers and HR Business Partner or HR Service.
- The Safeguarding Children in Education Officer (SCiEO), LADO, and, where appropriate, the leadership team will provide advice and support.
- All new employees will be appropriately inducted to their roles, and the School Portal has a link to the [Induction Checklist for Safer Recruitment](#).

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

Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform concerning its staff.

Vibrance Education will keep a record of visits and communication from schools.

Links to other Local Authority policies

This policy, along with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children. Together, they will make up the suite of policies we have in place to safeguard and promote the welfare of children.

- Accessibility Plan.

Date of last review: August 2024

Date of the following review: July 2025

Safeguarding Policy

- Anti-bullying
- Attendance Policy.
- Behaviour Principles Written Statement.
- Equality.
- Central Record of Recruitment and Vetting Checks.
- Complaints Procedure Statement.
- Cyberbullying and Harmful Online Challenges.
- Online Safety Policy.
- Cyber Security Policy and Arrangements.
- Freedom of Information.
- Female Genital Mutilation (FGM) Guidance
- Radicalisation – Prevent Duty- (Schools should have a Prevent Action Plan and Risk Assessments).
- Health and Safety Disability Equality Action Plan.
- Child on Child Abuse revised 2024-2025 (LA template policy in the process of being revised and includes- Sexual violence and sexual harassment and response to 'upskirting').
- Physical intervention/positive handling.
- Register of Pupil Attendance.
- School Access Policy.
- School Behaviour.
- Knife Crime Guidance (cross authority and in the process of being revised).
- Relationships, Sex and Health Education.
- Mental and Physical Health (KCSiE 2024 Part One, Part Two and Annex A and Annex B)
- Special Educational Needs.
- CRB - Use of Reasonable Force Policy/ Guidance.
- Staff Behaviour (Code of Conduct policy).
- Staff Discipline Conduct and Grievance (procedures for addressing).
- School information is published on a website.
- Visitors and VIP Guidance 2024-2025.
- Whistle Blowing Policy.

Nottinghamshire Safeguarding Children Partnership Policy, Procedures and Practice Guidance link:
<https://www.nottinghamshire.gov.uk/nscp/policy-procedures-and-guidance>

Roles and Responsibilities

All staff and volunteers

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role in protecting them. Our staff will always consider what is in the best interests of children.

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

We may decide that the children do not require referral 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 worsening. We recognise providing early help is more effective in promoting the welfare of children than reacting later.

Date of last review: August 2024

Date of the following review: July 2025

Safeguarding Policy

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

- Is disabled or has certain health conditions and has specific additional needs.
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
- 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 and is at risk of being permanently excluded from schools, colleges, Alternative Provisions, or a Pupil Referral Unit.
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
- Is at risk of being radicalised or exploited.
- Has a parent or carer in custody or is affected by parental offending?
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing alcohol and other drugs themselves.
- Is at risk of so-called 'honour '-based abuse such as Female Genital Mutilation or Forced Marriage.
- Is a privately fostered child.

(Working Together to Safeguard Children 2023 and KCSIE paragraph 497)

All our staff know the early help process and understand their role in this.

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

Parents and carers can visit the provision to seek support and advice, and leadership / SENDCO will signpost children, parents, and carers for support in school and through your website, posters, newsletters and during meetings.

Safeguarding Training

All our staff are aware of the systems and resources available within Vibrance Education, and these are explained to them as part of staff induction. This includes our child protection policy, the employee code of conduct, the role of the Designated Safeguarding Lead, and Keeping Children Safe in Education 2024.

When staff start employment or volunteer opportunities, we have an induction checklist to ensure they receive the information and training required to support them and keep our children safe.

All our staff receive safeguarding and child protection training, which is updated every three years. In addition, all staff members receive child protection and safeguarding updates when required, but at least annually.

All our staff know how to make referrals to children's social care, understand their role in these assessments, and work in partnership with safeguarding agencies.

Date of last review: August 2024

Date of the following review: July 2025

Safeguarding Policy

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 confidentiality whilst consulting 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 child's best interest.

Staff responsibilities

All staff have a crucial role to play in identifying concerns, recognising children's vulnerability to harm and risk of abuse and provide support and 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 online safety arrangements and ensure appropriate filtering and monitoring on school devices and school networks.
- Attend training to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" about safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day.
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 staff member.
- Support pupils in line with their child protection plan, a child in need plan, and LAC Care Plan.
- Treat information with confidentiality but never promise to "keep a secret."
- Notify the DSL or their deputy of any child on a child protection plan or child in need who has unexplained absence.
- Be prepared to identify and support children who may benefit from early help, support, and interventions.
- Ensure they know who the DSL and Deputy DSLs are and how to contact them.
- 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.

Senior Leadership/Management Team responsibilities:

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2023 (updated February 2024) guidance.
- Provide a coordinated offer of early help when children's additional needs 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.
- Working with Children's Social Care, I support their assessment and planning processes, including attending conference and core group meetings and providing reports as required.
- Provide support and advice on safeguarding and child protection to all staff regardless of their position within the school.

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Safeguarding Policy

- Treat any information staff or pupils share with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff, including low-level concerns, are dealt with by guidance from the 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.

Teachers (including ECTs) and Headteachers – Professional Duty

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

The Children and Social Work Act of 2017 places responsibilities on Designated Teachers to promote 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.

Designated Safeguarding Lead

We have a Senior Designated Safeguarding Lead (Catherine Brown) responsible for safeguarding children and child protection, and she has received appropriate training and support for this role. The Senior Designated Safeguarding Lead is a senior school leadership team member whose responsibilities are explicit in their job description.

We also have a Deputy Safeguarding Lead, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has 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 staff regarding safeguarding pupils. Our Designated Safeguarding Lead will ensure a structured procedure within the school, which will be followed by all 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 to 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, abuse, harm or bullying or sexual harm or harassment has occurred.
- Ensure appropriate systems are in place to manage and address online safety and access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.

Date of last review: August 2024

Date of the following review: July 2025

Safeguarding Policy

Work with others

- Please consult with the headteacher/principal (where the headteacher does not conduct the Senior Designated Safeguarding Lead role) to inform them of any issues and ongoing investigations.
- As required, consult with the 'case manager' (as per Part Four of KCSiE 2024) and the LADO where child protection concerns/allegations relate to a member of staff.
- If you have concerns about a staff member, consult with the case manager and the LADO/LADO Allegation Officer.
- Consult with staff on matters of safety and safeguarding and decide when to make a referral by consulting with other agencies. Act as a support, advice, and expertise source for other staff.
- Participate in strategy discussions or attend inter-agency meetings and/or support other staff in doing so. Contribute to the assessment of children, including providing and writing reports for conferences and reviews.
- Consult with the local authority and other agencies in line with HM Working Together to Safeguard Children 2023 (Updated February 2024) and the local Nottinghamshire Safeguarding Children Partnership procedures and practice guidance.
- The headteacher and designated safeguarding leads know the local arrangements Nottinghamshire Safeguarding Children Partnership (NSCP) put in place and learn how to access the NSCP website and training.

Undertake training.

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be conducted at regular intervals, at least annually.
- The Senior Designated Safeguarding Lead is responsible for their 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 or database to evidence the training.

The training undertaken should enable the Designated Safeguarding Lead to:

- Understand the assessment process for providing early help and intervention through the NCC & NSCP's Pathway to Provision, the Early Help Service, and Family Hubs.
- I have a working knowledge of how the Nottinghamshire Safeguarding Children Partnership operates and conducts child protection conferences, and I can attend and contribute to these effectively when required.
- Ensure each staff member can access the Safeguarding and Child Protection Policy and procedures and any revisions/updates.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Keep detailed, accurate, and 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 groomed into extremist behaviours and attitudes (KCSiE 2024 Annex A and B).
- Understand the reporting requirements for FGM and PREVENT.
- Encourage a culture of protecting and listening to children and their wishes and feelings.

Raise awareness.

- Ensure that the child protection policies are known, understood, and used appropriately.

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Safeguarding Policy

- Ensure that the Safeguarding and Child Protection Policy is reviewed annually in consultation with staff members, procedures are updated regularly and implemented, and the governing body is kept up to date and actively involved.
- Work strategically to ensure current policies and procedures and drive and support development work within the school.
- Ensure the Safeguarding and Child Protection Policy is available to parents and carers and uploaded to the school website. Make parents/carers aware that referrals about suspected abuse or neglect may be made.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

Child Protection file

- The 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 a roll of its new school or education provision.
- A record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
- A record or data on the cohort of children with a social worker and social care involvement will be maintained.
- We will ensure that our management arrangements for maintaining, keeping, and storing information and records for children where a child's safeguarding or child protection concern has been identified are managed according to statutory guidance in KCSiE 2024.
- With Learn Trek, all incidents will be automatically sent to DSL, and files will be kept online.

Availability

- During term time, the Senior Designated Safeguarding Lead or a Deputy will always be available (during school or college hours) for staff 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 in DfE KCSiE 2024 Part Two and Annex C.

Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the management (mainly those concerning referrals of cases of suspected abuse and neglect) are understood and followed by **all** staff.
- Our Senior Leaders oversee our single central record (SCR), which is reviewed regularly and compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including participating in strategy discussions and inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers can raise concerns about poor or unsafe practices regarding children, and agreed-upon whistle-blowing policies address such problems sensitively and effectively promptly.
- The Headteacher will ensure all staff, including supply teachers and volunteers, have access to and, read and understand the requirements placed on them through our Child Protection Policy and the Staff Behaviour Policy/Code of Conduct Policy.

Date of last review: August 2024

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Safeguarding Policy

- The Headteacher will ensure mechanisms are in place to assist staff in fully understanding and discharging 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 headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised about teachers, including supply teachers, other staff, volunteers, and contractors.
- If the allegation is against the Headteacher/Principal, the Chair of the Governing Body/Chair of the Management Committee/Proprietor will be required to manage the allegation and consult with statutory safeguarding leads, such as the Local Authority LADO – see below.

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

- A Designated Teacher is appointed who is responsible for promoting the educational achievement of looked-after children. They have the appropriate training and will collaborate with the Virtual School to ensure that the child's progress is supported.
- The Designated Safeguarding Lead and SENCO will work closely together, as we recognise that children may have been abused or neglected before becoming looked after and may also have SEND. We will ensure they are fully supported, able to thrive and take the most out of their education or the learning opportunities we can provide by linking with the virtual school, their social worker, parents, and carers.
- We also recognise that children who previously Looked After potentially remained vulnerable, and all staff will be informed of the importance of maintaining support for them through our pastoral/ welfare/inclusion support.
- We will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

Children with Special Educational Needs

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges 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, making it difficult to tell others what is happening.

All staff are aware that additional barriers can exist when recognising abuse and neglect for children 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, mainly where that harassment or harm is sexual. Our staff's vigilance will be a supporting factor in keeping all children safe.

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

- Assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs, and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,

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Safeguarding Policy

- Addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.
- 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 confidence and the ability to stay safe online, either in schools or outside the school environment.

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 must decide what action to take. They should discuss their decision with the Senior Designated Safeguarding Lead to agree on a course of action.

Suppose a child is in immediate danger or at risk of harm. In that case, a referral will be made immediately to the Multi-Agency Safeguarding Hub and/or immediately to the police if at imminent risk of damage 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 the alleged abuse, there are several actions that staff will need to take to support the child:

- The key facts will be established in language that the child understands, and the child's words will clarify/expand 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 carefully 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.
- The staff will keep a full written record duly signed and dated, including the time the conversation with the child took place, an outline of what was said, comments on the child's body language, etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's social worker or the MASH. Children's Social Care will liaise with the police where required, ensuring an appropriate police officer response rather than a uniform response.
- The Police would only, therefore, be contacted directly in an emergency or if a child is at immediate risk of harm, abuse, or danger.
- If unsure, the MASH has a Consultation Phone Line available 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.

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Safeguarding Policy

Staff **should never attempt to investigate 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 staff member 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 or the police will be contacted.

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

All staff know they have a professional responsibility to share information with other agencies to safeguard children. They are aware that the Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK GDPR) should not be a barrier to the sharing of information where failure to do so would result in a child being placed at risk of harm (KCSiE 24 paragraph 55).

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

Information Sharing

Effective information-sharing between practitioners, local organisations, and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information promptly can have severe consequences for children's safety, welfare, and well-being (Working Together to Safeguard Children 2023, updated February 2024).

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

- DfE KCSiE 2024 paragraphs 114 to 122 and Annex C.
- HM Working Together to Safeguard Children 2023 Paragraphs 28 to 34 and pages 18 to 22.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (Data Protection Act 1998 (DPA) and UK General Data Protection Regulation (UK GDPR)).

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 any actions will be accurately recorded. Records will be signed, dated, and, where appropriate, witnessed. Where an opinion or professional judgement is recorded, it should be clearly stated.

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

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Safeguarding Policy

in accordance with recording guidance and to support clarity, for example, of areas of injury, marks, bruising, and/or touching.

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

A chronology will be kept in the primary school file before a confidential safeguarding file commences. Staff, mainly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of worries rise or, in their professional judgment, become significant. When a confidential safeguarding/child protection file (see below) is commenced, the chronology will be transferred to the confidential safeguarding/child protection file.

Safeguarding, child protection, and welfare concerns will be recorded and kept in a separate secure file known as a 'confidential safeguarding or child protection' file. This file will be securely stored away from the main pupil file. The primary pupil file should have a **red C** in the top right-hand corner to denote that a separate file exists.

We will ensure all our files are 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 essential.

Our staff will be encouraged to understand why comprehensive and accurate recording is essential and the messages from serious case reviews regarding recording and sharing information. When a chronology of information is often pieced together, the level of concern escalates, or the whole or wider picture becomes known.

We acknowledge that information must be recorded to be recovered, misinformed, and open to interpretation or change. This could be crucial information, the importance of which is only sometimes necessarily apparent at the time. We will ensure all our recordings are made promptly, kept safe, and signed off by one of our DSLs to provide evidence of the reporting and information used to safeguard the child and detail the 'child's journey through the safeguarding system.'

We acknowledge that this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

Recording Practice and Procedures

Timely and accurate recording will occur when there are any issues regarding a child.

A recording of every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, 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 upon, the roles and responsibilities of each agency will be clarified, and outcomes recorded.

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

Further detailed recordings will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the child's holistic needs, and any historical information held on the child's file.

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Support and advice will be sought from social care, or the early help service whenever needed. This will help create a picture and assist in promoting an evidence-based assessment and determining any action(s) that need 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, made available by Nottinghamshire Safeguarding Children Partnership.

Such robust practices in child protection, safeguarding, and promoting the welfare of children will assist the school and DSL team in identifying any concerns that may require further attention and in preventing future harm, risk, or abuse.

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

(KCSIE 2024 Annex C, pages 171 to 172 and paragraphs 101,121 to 122, 547 and 550).

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's primary school file, is an essential principle in terms of storing and collating information about children which relates to either child protection or safeguarding concerns or an accumulation of concerns about a child's welfare which are outside of the usual range of matters which relate to ordinary life events. It should be noted 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 considered. 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 a key factor when making this decision, and clear links will need to be made between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

A 'child protection' or 'confidential safeguarding' file should be commenced in the event of:

- A referral to MASH/Children's Social Care.
- There are several minor concerns on the child's primary school file.
- Any child is open to social care or Early Help Services.
- Involved with the statutory safeguarding agency.

All 'child protection' or 'confidential' files should contain the following:

- A front sheet.
- A chronology.
- A record of concern in more detail and a body map, where appropriate.
- A record of concerns and issues shared by others.

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

Records will be kept up to date and reviewed regularly by the Senior Designated Safeguarding Lead to evidence and support staff actions in discharging their safeguarding arrangements. Original notes will be retained (but identified as such) as this is a contemporary account; they may be necessary in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The 'confidential safeguarding or child protection' file can be active or non-active in terms of monitoring, i.e., a child is no longer LAC, subject to a child protection plan or EHAF, and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise, they can

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be re-activated and indicated as such on the front sheet and the chronology as new information arises.

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

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

For those children subject to social care and safeguarding agency involvement, we will ensure the file can evidence the child's journey and include essential information described in KCSiE 2024. Should a child subject to social care involvement transfer schools, colleges, or education providers, we will ensure the child's child protection or confidential file is transferred within five 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. This will ensure the child remains safeguarded, any 'reasonable adjustments' are agreed upon and put in place, and the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

Per KCSiE 2024, we will maintain information on cohorts of children who have been open to social care, have had a social worker, or 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 paragraphs 121 to 122 and Annex C).

Educating Young People – Opportunities to teach safeguarding

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

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 are in place and regularly review their effectiveness.

The education we provide for online safety will consider the need for children to learn how to use online technologies in a safe environment, whether in provision, at home, or in a community environment. This will also be taught in a broader RSHE programme and through other subject areas and ICT.

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

We will carefully consider how mobile phone use is managed to ensure it is reflected in our mobile and smart technology policy. This will include children having unlimited and unrestricted access to the

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internet via mobile phone networks (i.e., 3G, 4G and 5G). We are aware many children have independent and unsupervised access to intelligent technology, which could mean some children could be vulnerable to sexual harassment, bullying, and exploitation via their mobile and innovative technology. We will use opportunities to raise awareness of risks and share this with parents and carers.

Helplines and reporting

- Children can talk to a ChildLine counsellor 24 hours a day about anything 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

Appendix 1 - NCC LA Flow Chart 2024-2025 'What to do if you are worried a child is being abused or at risk of harm or neglect.

Appendix 2 -Template: Body Maps Guidance

A place to add any school, academy, college or AP additional guidance, policies, or documents, e.g., Child-on-Child Abuse Policy.

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Appendix 1

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

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

- Be alert to signs of abuse, question unusual behaviour or changes to presentation.

Where a child discloses abuse, neglect, sexual violence, sexual harassment, online harm.

- Listen to what they say, keep calm, reassure they are right to tell, and you will take action to help keep them safe.
- Inform them you need to share the information and what you are going to do next.
- Do not promise confidentiality, you will need to share/ report the information to appropriate services.
- **DO NOT DELAY, take any immediate necessary action to protect the child and ensure the Designated Safeguarding Lead is informed or member of SLT in the DSL's absence.**
- Do not question further or inform the alleged abuser.

Discuss concerns with the Snr Designated/Named Safeguarding Lead

- The Safeguarding Lead will consider further actions including consultation with Children's Social Care/ MASH (if a new concern).
- Concerns and discussion, decisions and reasons for decision should be recorded in writing and a 'confidential concerns' or a 'child protection' file should be opened, stored in line with the school child protection policy.
- At all stages the child's circumstances should be kept under review and re-refer if concerned to ensure the child's circumstances improve – **the child's best interests must come first.**

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

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

Safeguarding concern Resolved /no longer held.

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

MASH Tel: 0300 500 80 90
Consultation Line Tel: 0115 977 4247
(Office Hours Monday to Friday)

Where need is identified contact the **Early Help Service**

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

**Consult with the child
young person, family, and
relevant agencies: Agree
support, refer to NSCP
'Pathway to Provision'
Guidance.**

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.
School/Academy Child Protection/ Safeguarding Policy**

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Appendix 2

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

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

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

Do not remove clothing for the 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 by 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 there is already an open case for 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:

- The exact injury site on the body, e.g., upper outer arm/left cheek.
- Size of injury - inappropriate 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, or are they holding themselves differently?

Notably, 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.

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Ensure first aid is provided and recorded where required.

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

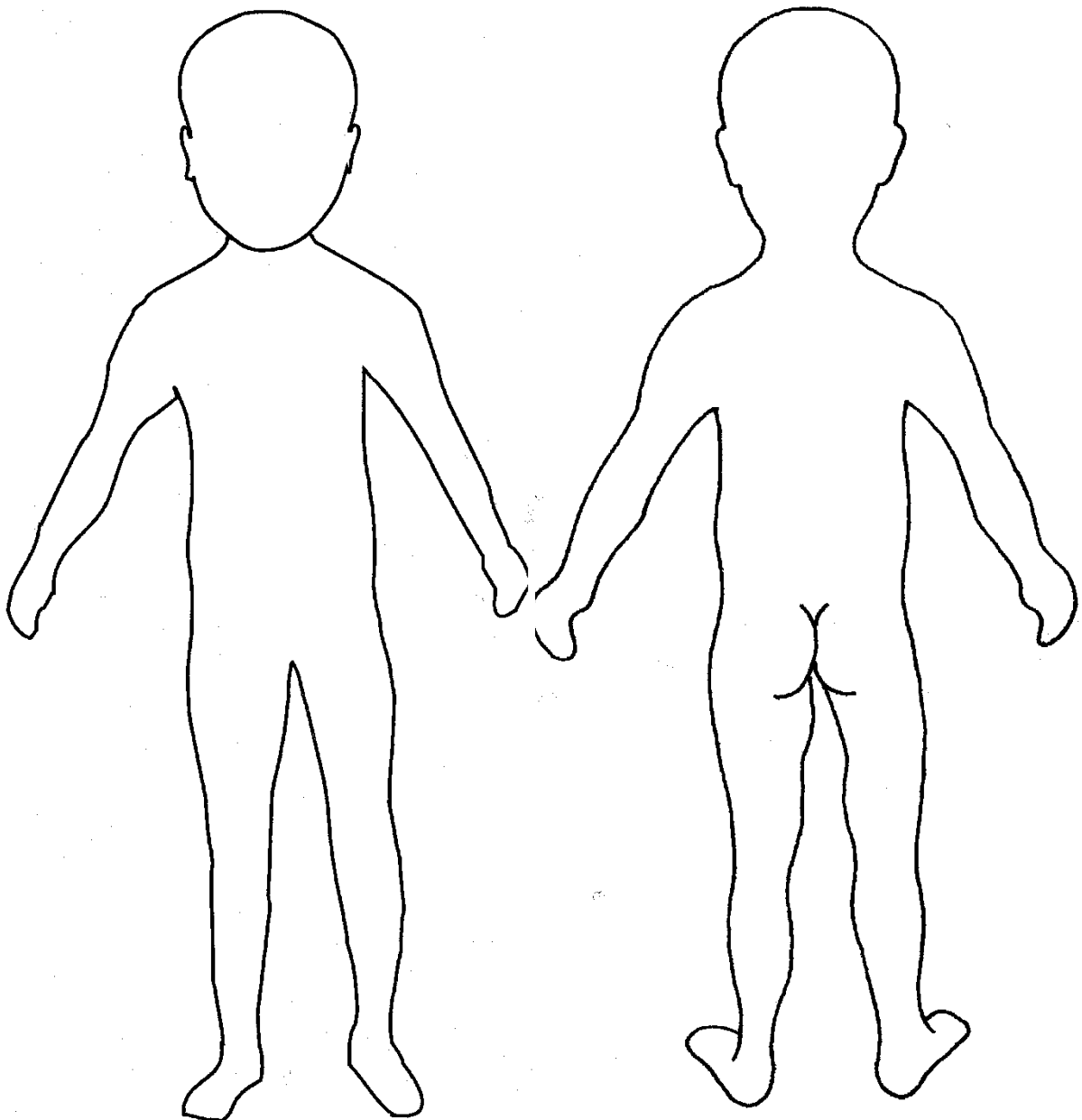
BODYMAP

(This must be completed at the time of observation)

Names for _____ Date of
Child: _____ Birth: _____

Name of _____ Agency: _____
Worker: _____

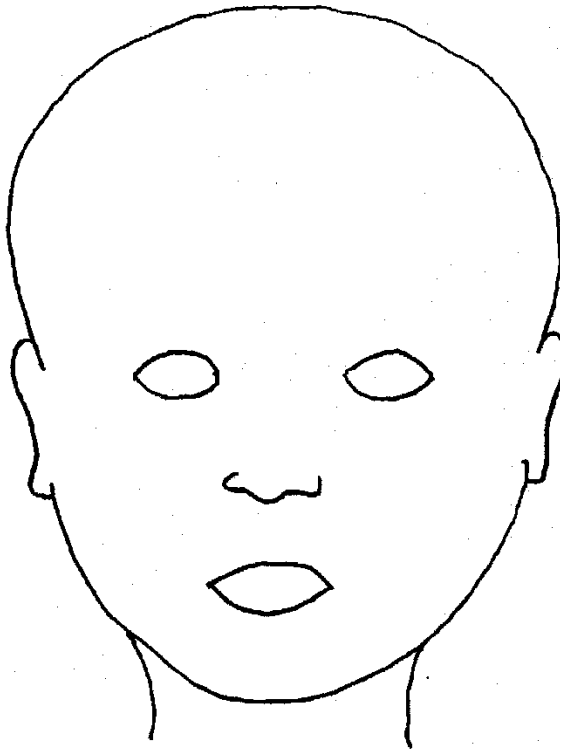
Date and time of
observation: _____



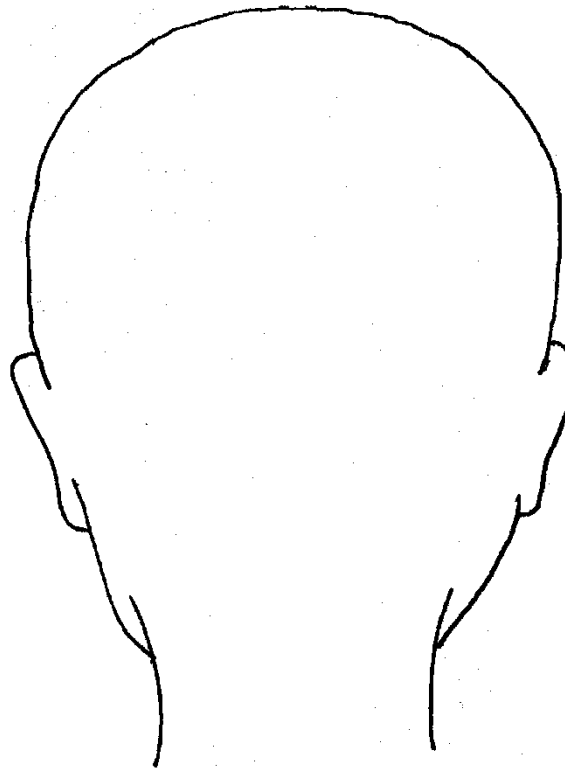
Safeguarding Policy

Name of
Child: _____

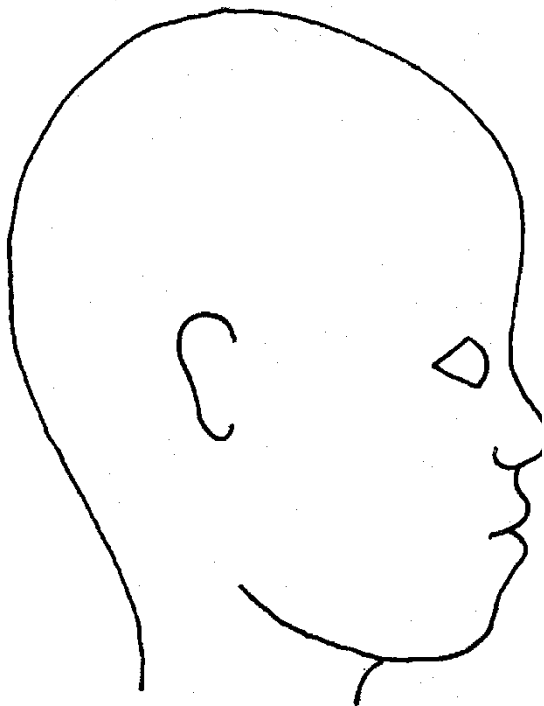
Date of
observation: _____



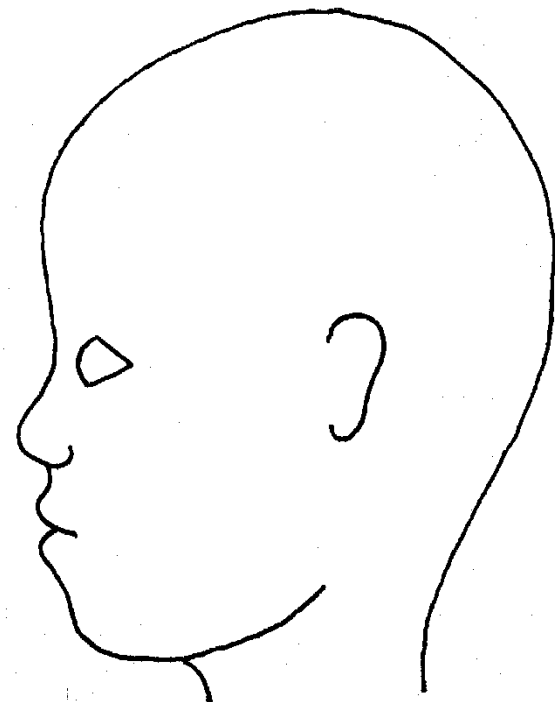
FRONT



BACK



RIGHT

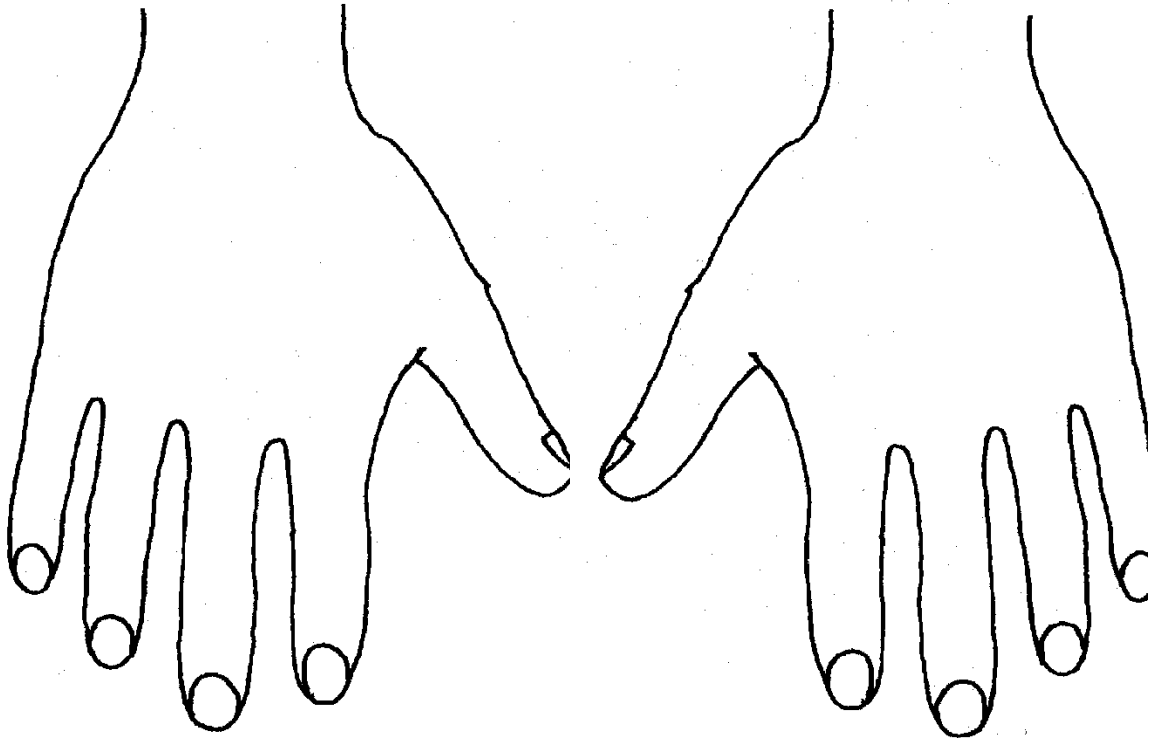


LEFT

Name of Child: _____

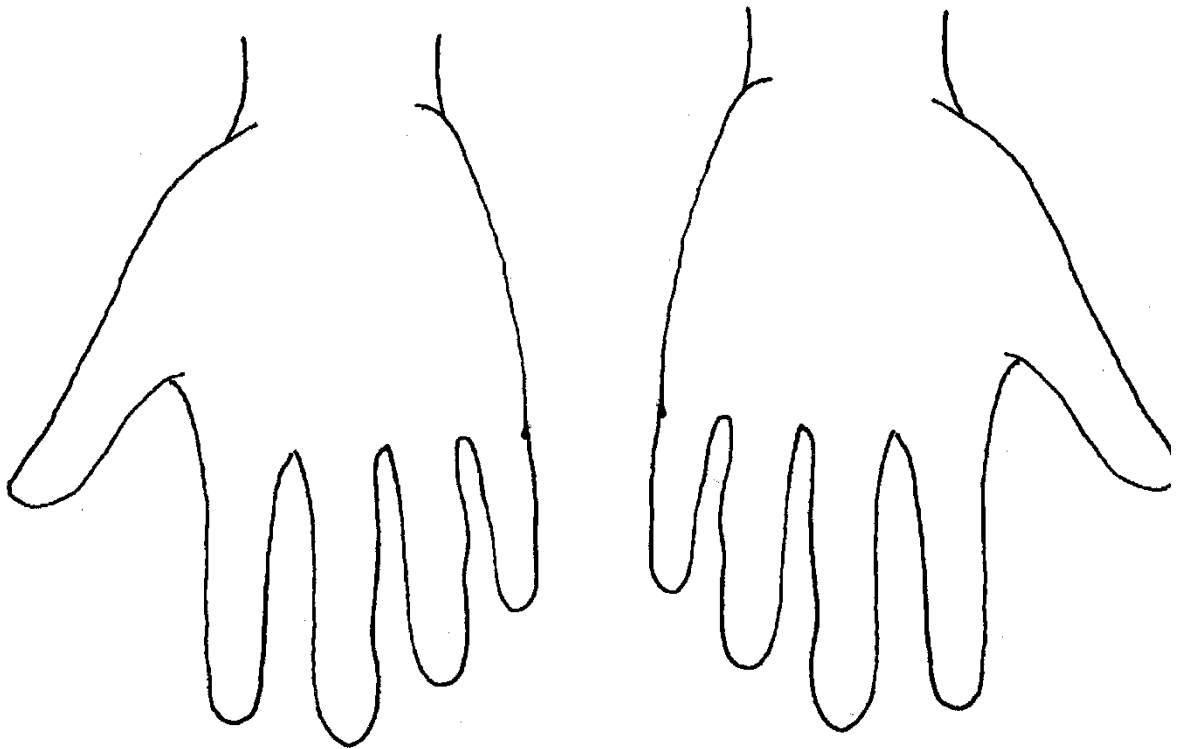
Date of
observation: _____

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R
BACK

L



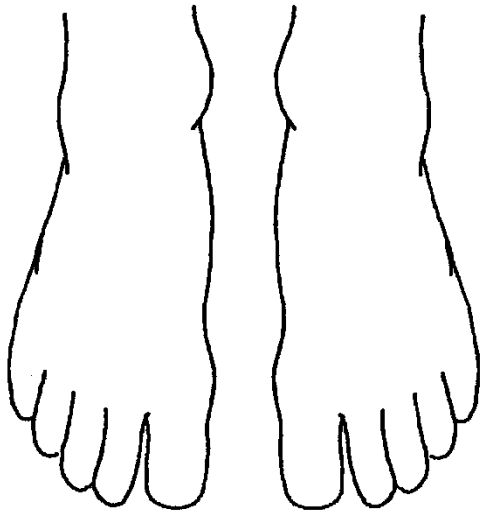
R
PALM

L

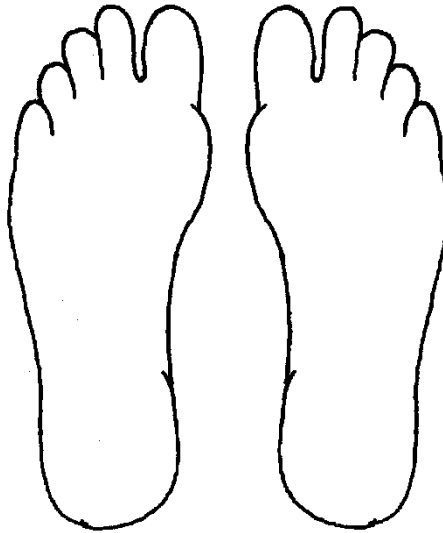
Name of _____
Child: _____

Date of _____
observation: _____

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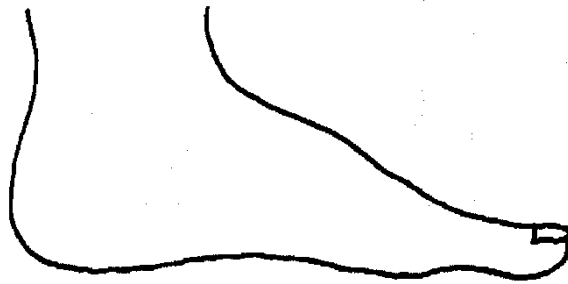
R TOP L



R BOTTOM L



R
INNER



L



R
OUTER



L

Printed Name and
Signature of
worker:

Date:

Time:

Role of Worker

Other information: