



Safeguarding Policy

The policy reflects current legislation, accepted best practice and complies with the government guidance: Working Together to Safeguard Children July 2018 and Keeping Children Safe in Education September 2020

Other policies that may need to be taken into account are:

- **Anti-bullying (contained within the Behaviour Policy)**
- **Child protection policy**
- **PSHE**
- **Behaviour and attendance**
- **SEND**
- **Health and safety**
- **Safe recruitment**
- **Physical intervention (contained within the Behaviour policy)**
- **E-safety (social media/GDPR)**
- **Management of Allegations**
- **Whistleblowing policy**
- **Staff Conduct policy (Code of Conduct)**
- **Visitors policy**

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Definition of safeguarding

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcome

1 Statutory Obligations

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

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

Governing bodies and proprietors should consider how students may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or-for maintained schools and colleges through sex and relationship (SRE).

Schools should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including the following.

1.1 The school will contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to, for example, children subject to child protection plans and Looked After Children.

1.2 A clear line of accountability is established for the commissioning and/or provision of services designed to safeguard and promote the welfare of children.

1.3 The Principal will take leadership responsibility for the school's safeguarding arrangements.

1.4 The school will establish a culture of listening to students and taking account of their wishes and feelings, and ensuring there are systems in place for young people to express their views and give feedback.

1.5 The school will ensure procedures are in place to handle allegations including those relating to

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children harming, or allegedly harming, other students.

1.6 Arrangements which clearly set out the process for sharing information with other professionals and with the Local Safeguarding Children Board (LSCB) will be available.

1.7 A Designated Safeguarding Lead (DSL) will be appointed. Their role is to support other members of staff and to recognise the needs of students, including recognising and responding to possible abuse or neglect. The role of designated leads should always be explicitly defined in job descriptions. They should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

1.8 Safe recruitment practices will always be followed for individuals whom the organisation will permit to work regularly with children. This includes policies on when to obtain a relevant Disclosure and Barring Scheme (DBS) check.

1.9 Schools and colleges must keep a single central record of DBS checks and training undertaken (p.30-32 Keeping Children Safe in Education 2020). The record must cover the following people:

- all staff (including supply staff) who work in the school; in colleges, this means those providing education to children
- all others who work in regular contact with young people in the school or college, including volunteers and governors
- for independent schools, including academies and free schools, all members of the proprietor body.
- **Regular agencies working with young people at the Academy are required to provide DBS details and are added to the school's single central register (Please refer to Appendix C)**
- **Agencies provided by Nottingham City Council are asked to present ID upon entry. If they do not have appointments - verification is required from their manager as to who they are visiting and the reason.**

1.10 It is the school's responsibility to ensure that all the staff they employ in specified early or later years childcare have had the appropriate checks. This includes ensuring that staff working in early and later years settings are suitable to do so. The DfE issued updated guidance for schools in February 2015 (entitled Disqualification Under the Childcare Act 2006) of teachers and other school staff working in early or later years provision, or those who are directly concerned with the management of such provision. A person is automatically disqualified if they live in the same household as another person who is disqualified or in a household where a disqualified person is employed. The categories of staff in nursery, primary or secondary school settings covered by regulation 13 include staff who:

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

1.11 Employers are responsible for ensuring that their staff are competent to carry out their

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responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.

1.12 Staff should be given a mandatory induction which includes familiarisation with safeguarding responsibilities and procedures to be followed if anyone has any concerns about a student's safety or welfare. Staff in schools and colleges should ensure that **all staff read at least part one of Keeping Children Safe in Education 2020**. There should then be an on-going programme of refresher training.

1.13 The school will ensure that there is an effective safeguarding policy in place together with a staff behaviour policy (code of conduct) and a whistleblowing policy. These should be provided to all staff on induction.

1.14 All professionals should have regular reviews of their own practice to ensure they improve over time.

1.15 The designated lead professional for safeguarding should maintain comprehensive records.

1.16 All schools and colleges have to be compliant with the requirements of the LSCB in Nottingham. This includes engagement in the Serious Case Review process.

1.17 The NCSCB requires all schools to complete an annual safeguarding audit and be engaged in multi-agency processes and Serious Case Reviews (See Working Together to Safeguard Children 2018 (Chapter 2 p 53), to be read in conjunction with DfE Keeping Children Safe in Education 2020).

1.18 The school will maintain clear policies in line with those from the LSCB for dealing with allegations against people who work with children, in either a paid or voluntary capacity. An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

1.19 Role of the Designated Safeguarding Lead

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

- Any allegation should be reported immediately to the Principal of the school. The Designated Officer should be informed within one working day of all Nottingham schools child safeguarding policy framework, 2015 Page 5 of 16. Allegations that come to an employer's attention or that are made directly to the police; and if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have,

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had the person not left first) because of a concern that the person may pose a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

Designated Safeguarding Leads are required to:

Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.

Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

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2 Introduction

2.1 Schools and colleges

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies should have in place the arrangements as set out above. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.

2.2 Stone Soup Academy

At Stone Soup Academy, the governors and staff fully recognise the contribution the school makes to safeguarding children. We recognise that the safety and protection of all pupils is of paramount importance and that all staff, including volunteers, have a full and active part to play in providing early help protecting pupils from harm. We believe that the school should provide a caring, positive, safe and stimulating environment which promotes all pupils' social, physical, emotional and moral development. In delivering this ambition we will adhere to the principles set out in Nottingham's Family Support Strategy and NCSCB Policy, Procedures and Practice Guidance.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children, in line with Working Together 2018 and Keeping Children Safe in Education 2020.

2.3 Aims of the Policy

The aims of this policy are to:

- confirm that the students' development is supported in ways that will foster security, confidence and independence
- raise the awareness of teachers, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse
- emphasise the need for good levels of communication between all members of staff and those with designated responsibility for child safeguarding, health and safety and other safeguarding responsibilities
- emphasise the importance of maintaining and implementing appropriate safeguarding policies, procedures and arrangements of those service providers who use the school's premises through extended schools or provide any other before and after school activities
- emphasise the links with the school's policy for safe recruitment of staff and volunteers, and

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- for managing allegations
- confirm the working relationship with Children and Families Direct, the NCSCB and other agencies and, where appropriate with similar services in neighbouring authorities.

3 Responsibilities

3.1 The governing body will:

- have trained link governor(s) for:
 - child safeguarding, named: Claire Turnbull
 - who will attend training/updates every three years
 - looked after children, named: Aftab Hussain
- ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection in relation to safeguarding and in the event of allegations of abuse made against the Principal or member of governing body.
- ensure that the school has a child safeguarding policy, single central record, staff behaviour policy and procedures in place, operates safe recruitment procedures, makes appropriate checks on staff and volunteers and has procedures for dealing with allegations against staff and volunteers that all comply in accordance with Nottingham City Safeguarding Children Board.
- ensure that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might pose a risk to children (Part three: Safer Recruitment, Keeping Children Safe in Education 2020).
- has an appointed a member of staff of the school or college's leadership team to the role of designated safeguarding lead. This person is Kerrie Henton - Principal.
- Ensure there are also deputy DSL's. These individuals are Younes Henini, Kevin Wildrianne, Laura Hendren and Oliver Sillito.
- ensure the school/college keeps an up to date single central record of pre-employment checks, specifying when the check was made and when it will be renewed.
- monitors the adequacy of resources committed to child safeguarding, and the staff and governor training profile
- recognise that neither it, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against staff)
- make sure that the child safeguarding policy is available to parents and children on request
- ensure this policy and practice complements other policies e.g. anti-bullying including cyber bullying, health and safety, to ensure an integrated model of safeguarding operates across the school.

3.2 Responsibilities of the Principal

The Principal will ensure that:

- The policies and procedures adopted by the Governing Body are followed by all staff.
- the policy will be updated annually, and be available publicly either via the school or college website or by other means.
- a designated staff member reviews policy when the NCSCB update their policies and procedures .
- sufficient resources and time are allocated to enable the designated persons and other staff

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to discharge their responsibilities including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained.

- a single central database of all staff and volunteers, and their safeguarding training dates are maintained and that this list confirms that all staff and those volunteers who meet the specified criteria have had a DBS check, when this check was made and when it will be renewed .
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice in regard to students, and such concerns are addressed in a timely manner in accordance with agreed policies.
- school staff are sensitive to signs that may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance, persistent lateness, children missing from education, forced marriage or female genital mutilation.
- he/she undergoes child safeguarding training which is updated regularly, in line with advice from the NCSCB.
- a visitor's policy is in place that puts the safeguarding of students at the centre and is applied to all visitors irrespective of their status.
 - o All visitors to the school will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below).
 - o Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.
 - o At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
 - o All visitors will be asked to sign the Visitors Record Book which is kept in reception at all times making note of their name, organisation, who they are visiting and car registration.
 - o All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
 - o Visitors will be required to read a brief overview of the Academy's safeguarding policy.
 - o Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site.
 - o The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List (to be on this list, the person must have a current clear DBS check and children's barred check with a copy of this registered on the school's central record. They must then follow the procedures above e.g. sign into the visitor's book and enter the premises via reception).

Where an allegation is made against the Principal, the Chair of the Governing Body must be informed as well as the Local Authority Designated Officer (LADO) 0115 8764762.

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3.3 Responsibilities of the trained designated leads for child safeguarding

The Designated Safeguarding lead is:

Kerrie Henton

The Deputy DSL's are:

Younes Henini

Kevin Wildrienne

Oliver Sillito

Laura Hendren

Becky Ashmore

Susan Murphy

Osiris Santana

They will:

- have their roles explicitly defined in their job descriptions.
- be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.
- undergo updated child safeguarding training every two years.
- liaise with relevant agencies in accordance with the NCSCB procedures when referring a pupil where there are concerns about possible abuse or harm
- where there are concerns about a member of staff's suitability to work with children, contact the Designated Officer (LADO)
- be able to access the contents of the NCSCB procedures and Personnel procedures and make these accessible to all staff
- ensure all staff, including supply staff, visiting professionals working with students in the school and volunteers are informed of the names and contact details of the designated leads and the school's procedures for safeguarding children
- support staff who attend strategy meetings, looked after reviews and/or case conferences
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties and to seek further support from the school leadership group or others as appropriate
- ensure involvement of other designated leads e.g. where there are concerns about a pupil who is 'looked after'.

They will ensure that:

- written records of concerns are kept (even if there is no immediate need for referral) and monitored.
- all child protection records are marked as such and kept securely locked

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- All confidential information is stored and logged using CPOMS.
- all absence letters are dated and clearly signed by the Personal coach and Head of Engagement, and that if there are concerns about attendance and a pupil's wellbeing and safety, the Education Welfare Officer is contacted
- phone calls about absences are similarly logged and dated
- the children missing education - statutory guidance for local authorities 2013 is adhered to
- where a student is subject to a Child Protection Plan, and is absent without explanation for two days, their key worker in Children's Social Care is contacted.
- records are monitored for patterns of what, when taking place in isolation, would appear to be low level concerns and appropriate action is taken
- where there are existing concerns about a student and they transfer to another school in this authority, a copy of information held (e.g. a CAF) is forwarded under confidential cover and separate from the student's main file to the designated lead for child safeguarding in the receiving school.
- where a student has a **child protection plan** or there are on-going child protection enquiries and transfers to another school
 - the designated lead for Safeguarding is informed immediately
 - Their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student's file.

3.4 Staff Responsibilities

All staff, teaching and non-teaching, volunteers and others working in school need to:

- be aware that to safeguard children, they have a duty to share information with the designated leads, and through the designated lead, with other agencies
- be aware that despite the requirement to share information with designated leads they can make their own referral to children's Social Care, e.g. in urgent situations.
- be alert to signs and symptoms of harm and abuse
- know how to respond to their duty when they have concerns or when a student discloses to them and to act
- know how to record concerns and what additional information may be required
- undergo child safeguarding training which is updated regularly in line with advice from the NCSCB, (whole staff training every three years)
- maintain an attitude of 'it could happen here'
- familiarize themselves with "What to do if you're worried that that child is being abused: advice for practitioners guidance." (2015)

4 Reporting Concerns

4.1 Any concern should be discussed in the first instance with the designated safeguarding lead, or in their absence, one of the deputy DSL's immediately.

If at any point, there is a risk of immediate serious harm to a child, the Designated Safeguarding Lead must be made aware immediately.

4.2 Immediate response to the student

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

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

4.3 Recording information

- Make some brief notes at the time if it is necessary. Any notes must be destroyed following the discussion with the student.
- Log and record as soon as possible on CPOMS.
- If it is an observation of bruising or an injury, staff must verbally report to the DSL immediately, followed by a report on CPOMS outlining the injury using the body map.
- Note the non-verbal behaviour and the key words in the language used by the student (try not to translate into ‘proper terms’).

5 Supporting students

5.1 The staff and governors recognise that a child or young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that in these circumstances pupils might feel helpless and humiliated, and that they might feel self-blame.

5.2 We recognise that this school might provide the only stability in the lives of students who have been abused or who are at risk of harm.

5.3 We accept that research shows that the behaviour of a student in these circumstances might range from that which is perceived to be normal to aggressive or withdrawn.

5.4 The school will support all students by:

- discussing child protection cases with due regard to safeguarding the student and his or her family
- supporting individuals who are or thought to be in need or at risk in line with NCSCB procedures
- encouraging self-esteem and self-assertiveness

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- challenging and not condoning aggression, bullying or discriminatory behaviour
- promoting a caring, safe and positive environment.

6 Confidentiality

6.1 The personal information about all student families is regarded by those who work in this school as confidential. All staff and volunteers need to be aware of the confidential nature of personal information and will aim to maintain this confidentiality.

6.2 Staff understand that they need to know only enough to prepare them to act with sensitivity to a student and to refer concerns appropriately. The designated leads will disclose information about a student to other members of staff on a need to know basis only. It is inappropriate to provide all staff with detailed information about the student, incidents, the family and the consequent actions.

6.3 Staff must be aware that:

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

7 Working with Parents/Carers

7.1 Parents and carers play an important role in protecting their children from harm. In most cases, the school will discuss concerns about a student with the family and, where appropriate, seek their agreement to make referrals to Children and Families Direct.

7.2 Where there are any doubts, the designated lead should clarify with Children and Families Direct whether, and if so when and by whom, the parents should be told about the referral.

7.3 The student's views will be considered in deciding whether to inform the family, particularly where the student is sufficiently mature to make informed judgments about the issues, and about consenting to that.

“Nothing is more important than children's welfare. Children who need help and protection deserve high quality and effective support as soon as a need is identified. We want a system that responds to the needs and interests of children and families and not the other way around. In such a system, practitioners will be clear about what is required of them individually, and how they need to work together in partnership with others” Working Together 2018..

7.4 The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all students. The school may need to share information and work in partnership with other agencies when there are concerns about a student's welfare.

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8 Mobile Phones and Cameras

8.1 Appropriate use of mobile phones is essential at Stone Soup Academy. The use of mobile phones must not detract from the quality of supervision and care of students.

8.2 All parents have the school landline number that is used by the school and are encouraged to phone on that number.

Personal coaches also have mobile phones which parents of key students can access to text or call if need be.

8.3 During working hours mobile phones must be kept out of the reach of students, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure which is set out in the Code of Conduct.

8.4 Important contact details of the students are kept in case of an emergency.

8.5 We believe that photographs validate student's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Stone Soup Academy. We take a mixture of photos that reflect the school environment; sometimes this will be when students are engrossed in an activity either on their own or with their peers.

8.6 In order to safeguard children and adults, and to maintain privacy, cameras are not to be taken into the toilets by adults or students.

8.7 All adults whether teachers/practitioners or volunteers at the Academy understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act

9 Professional Development

9.1 The governors recognise that all staff and volunteers who work with students aged up to 18 years need to have appropriate child safeguarding training that equips them to recognise and respond to student welfare concerns.

We will ensure staff are given mandatory induction, which includes familiarisation with child safeguarding policy, staff behaviour policy, the Designated leads in the school, their responsibilities and procedures to be followed.

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

- Annual safeguarding training provided by Impero iSafeguard (all staff)
- Designated senior lead training (DSLs every 2 years)
- Safer recruitment training (every 3 years)

9.3 A report of the school's training needs assessment is presented to the governors annually so that

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they can ensure that training is appropriately provided for all staff.

9.4 A training register is kept to indicate when staff and governors have been trained and this in turn informs the annual report to governors.

9.5 Safer recruitment training has been attended by:

- Kerrie Henton (Sept 2020)
- Susan Murphy (Sept 2020)
- Younes Henini (Sept 2020)
- Kevin Wildrianne (Sept 2020)
- Helen Spurr (Sept 2020)
- Claire Turnbull

10 Prevention in the Curriculum

10.1 The school recognises the importance of developing students' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

10.2 The PSHE programme in each key stage provides personal development opportunities for students to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, students are taught to, for example:

- safely explore their own and others' attitudes
- recognise and manage risks in different situations and how to behave responsibly
- judge what kind of physical contact is acceptable and unacceptable
- recognise when pressure from others (including people they know) threatens their personal safety and well-being ,and develop effective ways of resisting pressure including knowing when and where to get help
- use assertiveness techniques to resist unhelpful pressure.
- Internet Safety

11 Vulnerable Groups

Some children and young people may be particularly vulnerable to abuse and harm. The designated safeguarding lead should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and children which need to be reported in accordance with national (Government) and local (NCSCB) procedures without delay. The lead should also ensure staff working with children are alert to signs which may indicate possible abuse or harm.

12 Child Sexual Exploitation

12.1 The sexual exploitation of children and young people (CSE) under 18 is defined as that which:

“involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology

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without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability." (Department for Education, 2012)

12.2 Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity. Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation.

12.3 Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

12.4 The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

12.5 In all its forms, CSE is child abuse and should be treated as a child safeguarding issue.

13 Preventing Radicalisation

Statutory guidance has been published and is available here:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Details of training and more detailed guidance will be shared as it becomes available.

13.1 Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. The Counter-terrorism and Security Act 2015 now imposes a duty on a wide range of bodies including all schools.

13.2 Compliance will be monitored through various inspection regimes such as Ofsted that will be looking to see that organisations have assessed the level of risk and that staff are appropriately trained to look out for signs of radicalization. Also schools will be monitored to ensure they are aware of the process for making referrals to Channel, the panel that reviews and refers individuals to programmes to challenge extremist ideology.

13.3 If you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact the Prevent Team prevent@nottinghamshire.pnn.police.uk who will then contact you to discuss whether a referral should be made. Although a police team, their role is to support early intervention so that vulnerable children or adults do not end up facing criminal

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sanctions.

13.4 Regular training and discussion within the school environment is important and should be led by the Designated Leads for safeguarding.

14 Child on Child abuse

Child on child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate).

Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence

All staff should recognise that children are capable of abusing their peers.

In order to prevent and tackle peer-on-peer abuse, schools can adopt a extra-familial harm approach, which is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent-child relationships. Therefore children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra- familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Peer Extra-familial harmSafeguarding, therefore, expands the objectives of child protection systems in recognition that children are vulnerable to abuse in a range of social contexts

The Governors, Senior Leadership Team, and all staff and volunteers at Stone Soup Academy are committed to the prevention, early identification and appropriate management of peer-on-peer abuse both within and beyond the School.

All staff should be alert to the well-being of students and be able to identify the signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by

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peer-on-peer abuse.

However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ. Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse.

Indicators of abuse can include:

Failing to attend school

Disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected

Physical injuries

Experiencing difficulties with mental health and/or emotional wellbeing

Becoming withdrawn and/or shy

Experiencing headaches, stomach aches, anxiety and/or panic attacks

Suffering from nightmares or lack of sleep or sleeping too much;

Broader changes in behaviour including alcohol or substance misuse

Changes in appearance and/or starting to act in a way that is not appropriate for the child's age

Abusive behaviour towards others

Abuse affects children very differently. The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff are trained to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour, and, where appropriate, to engage with their parents/carers so that the cause(s) of their behaviour

It should be noted that there is currently no definitive list of indicators of peer-on-peer abuse. The above list has been drawn from Signs, symptoms and effects of child abuse and neglect (NSPCC): <https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>, and cases of peer-on-peer abuse 12 can be investigated.

Where a child exhibits any behaviour that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused by their peers) and, if so, what the concern is and how the child can be supported going forwards

The School actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

Educating all Governors, Senior Leadership Team, staff and volunteers, students, and parents about this issue.

This includes: - training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it.

Educating students about the nature and prevalence of peer-on-peer abuse via PSHE and the wider curriculum. For example, by addressing gender inequality in a statistics class, or by reviewing

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literature in an English class which addresses bullying and its effect on mental health.

Students are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.

They are regularly informed about the School's approach to such issues, including its zero tolerance policy towards all forms of peer-on-peer abuse. -

The school is responsible for:

Ensuring that all peer-on-peer abuse issues are fed back to the School's Designated Safeguarding Lead so that they can spot and address any concerning trends and identify students who may be in need of additional support. [This is done by way of a weekly staff meeting at which all concerns about students.

Challenging the attitudes that underlie such abuse (both inside and outside the classroom)

Working with Governors, Senior Leadership Team, all staff and volunteers, students and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community

Creating conditions in which our students can aspire to and realise safe and healthy relationships

Creating a culture in which our students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to

Responding to cases of peer-on-peer abuse promptly and appropriately.

If a student is in immediate danger, or at risk of significant harm, a referral to children's social care (if the student is aged under 18) and/or the police should be made immediately. Anyone can make a referral but the concerns should be reported directly to the designated safeguarding lead or the deputy DSL's.

If a member of staff thinks for whatever reason that a student may be at risk of or experiencing abuse by their peer(s), or that a student may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed.

If a student speaks to a member of staff about peer-on-peer abuse that they have witnessed or are a part of, the member of staff should listen to the student and use open language that demonstrates understanding rather than judgement

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the student/students affected.

DSLs should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required.

Course of action could include:

Manage internally with help from external specialists where appropriate and possible

Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a student and their family

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Refer student/students to children's social care for a section 17 and/or 47 statutory assessment
Report alleged criminal behaviour to the Police

The School will consider whether disciplinary action may be appropriate for any student involved – any such action should address the abuse, the causes of it, and attitudes underlying it. Disciplinary action may sometimes be appropriate, including (a) to ensure that the student/students take(s) responsibility for and realise(s) the seriousness of their behaviour; (b) to demonstrate to the student/students and others that peer-on-peer abuse can never be tolerated; and (c) to ensure the safety and wellbeing of other young people.

Statutory guidance has been published and is available here

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-college>

15 Timelines for Training

- Designated Safeguarding Lead training: refreshed **within every two years** (statutory requirement).
- Whole school training: To be refreshed **annually using Educare online training platform**
- Safer recruitment training.

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

Schools need to evaluate and demonstrate how well they fulfil their statutory responsibilities and exercise professional judgment in Keeping Children Safe as outlined in Keeping Children Safe in Education 2020.

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Appendix A: Further Guidance and Resources

Schools and Partnerships

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

- **Parental E-learning (free): Child Sexual Exploitation** is a high profile issue. Secondary schools and academies are asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness in identifying and responding to child sexual exploitation from a preventative or early intervention perspective. <http://www.paceuk.info/the-problem/keep-them-safe/>
- **Pint Size Theatre:** Secondary Schools and Academies in Nottingham can access a performance of Pintsize Theatre's 'LUVU2' production. It is an interactive play aimed at raising awareness of Child Sexual Exploitation (CSE) with young people aged 13-14 (year 9). Contact via email www.pintsizetheatre.co.uk or Tel: 0115 8419853.
- **NSPCC Child line Project:** (funded through the DfE) The project is free of charge to all primary schools and pupils in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with children about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email:- EGrishin@NSPCC.org.uk or Tel: 0115 9258602.

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

- Child Sexual Exploitation 'What to do if you suspect a child is being sexually exploited' <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- Female Genital Mutilation (FGM) <http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>
- Children who may have been trafficked <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Gang and Knife Crime DCSF-00064-2010 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_children_Gang_activity.pdf
- Homophobic, Transphobic Bullying <https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>
- Guidance is also available on the Nottingham City Safeguarding Children Board Website for Children with Looked After Status and Children Missing from Home and Care
- Private fostering arrangements- www.privatefostering.org.uk
- Further information and guidance around Disqualification by Association produced by

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Nottingham City Council's HR Advisory Service can be found here in the Downloads section:
<http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19323>

There is a wealth of information available to support schools and colleges to keep children safe online. The following is not exhaustive but should provide a useful starting point:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.childnet.com/cyberbullying-guidance

www.pshe-association.org.uk

<http://educateagainsthate.com>

www.gov.uk/government/publications/the-use-of-social-media-for-onlineradicalisation

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Appendix B: Safeguarding Information for Nottingham, Nottinghamshire and Derbyshire

Designated Senior Lead for Stone Soup Academy:

Kerrie Henton

Deputy DSL's:

Kevin Wildrienne

Younes Henini

Oliver Sillito

Laura Hendren

Becky ashmore

Susan Murphy

Osiris Santana

To contact any of our safeguarding leads, please email Khenton@stonesoupacademy.org.uk or call 0115 822 1834.

Nottingham City Council contacts: NCSCB

Children and Families direct:

candf.direct@nottinghamcity.gcsx.gov.uk

Contact: 0115 8764800

For urgent safeguarding referrals, please contact Children and Families direct and submit the MARF (Multi Agency referral form) within 48 hours of initial referral.

For more information please visit:

<http://www.nottinghamcity.gov.uk/article/26182/Children-and-Families-Direct>

For general safeguarding enquiries, please contact:

John Matravars

Head of Service

Tel: 0115 876 563

email: john.matravars@nottinghamcity.gov.uk

Eve Hailwood

Head of Quality Assurance,

Tel: 0115 876 64148,

email: eve.hailwood@nottinghamcity.gov.uk

For all LADO enquiries/referrals please send to the secure LADO inbox:

LADO@nottinghamcity.gov.uk

[LADO - Tina Wright - 07842601599](tel:07842601599)

Lisa Hurst: Education Safeguarding co-ordinator

0115 8762042

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For any non-safeguarding school queries, please contact:

The Safeguarding In Education Team email: safeguardingineducation@nottinghamcity.gov.uk

Nottingham City Safeguarding Children Board is the forum for agreeing how services and partner agencies safeguard children and improve their wellbeing.

safeguarding.partnerships@nottinghamcity.gov.uk

0115 876 4762

Nottingham County Council contacts: NSCB

Children's social care:

Mash.safeguarding@nottsccl.gcsx.gov.uk

Contact: 0300 500 80 90

Out of hours service: 0300 456 4546

For urgent safeguarding referrals, please contact Children's social care and submit the MASH (Multi Agency Safeguarding Hub form) within 48 hours of initial referral.

For more information please visit:

<http://site.nottinghamshire.gov.uk/caring/protecting-and-safeguarding/nscb/concerned-about-a-child/>

LADO: Nottinghamshire County council

Eva Callaghan

eva.callaghan@nottsccl.gcsx.gov.uk

Contact: 0115 8041272

Derbyshire County Council contacts:

Children's social care:

Contact CENTRE@derbyshire.gov.uk

Please request a referral

Contact: 01629 533190

Out of hours service: 01629 532600

LADO: Derbyshire County Council

Miles Dent

Contact: 01629 531940

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COVID-19 Academy closure arrangements for Safeguarding and Child Protection at Stone Soup Academy

Academy Name: Stone Soup Academy

Policy owner: Kerrie Henton

Date: 30.03.2020

Date shared with staff: 30.03.2020

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Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for Academics to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Academics and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. This addendum of the Academy name Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

- 1. Key contacts**
- 2. Vulnerable children**
- 3. Attendance monitoring**
- 4. Designated Safeguarding Lead**
- 5. Reporting a concern**
- 6. Safeguarding training and induction**
- 7. Safer recruitment / volunteers and movement of staff**
- 8. Online safety**
- 9. Online safety for children away from Academy**
- 10. Supporting children not in Academy**
- 11. Supporting children in Academy**
- 12. Child on child abuse**

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1. Key contacts

Role	Name	Contact email
Principal	Kerrie Henton	khenton@stonesoupacademy.org.uk
Vice Principal	Kevin Wilddriane	kwilddriane@stonesoupacademy.org.uk
Chair of Governors	Aftab Hussain	ahussain@stonesoupacademy.org.uk
Designated Safeguarding Lead	Kerrie Henton	khenton@stonesoupacademy.org.uk
Deputy DSL	Laura Hendren	lhendren@stonesoupacademy.org.uk

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2. Vulnerable Children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a Academy place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free Academy meals in and of itself should not be the determining factor in assessing vulnerability. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are.

They have the flexibility to offer a place to those on the edge of receiving children's social care support. Stone Soup Academy will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual Academy head (VSH) for looked-after and previously looked-after children.

The lead person for this will be: Kerrie Henton. There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Stone Soup Academy will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID19, Stone Soup Academy or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

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Stone Soup Academy will encourage our vulnerable children and young people to attend a school, including remotely if needed.

3. Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Stone Soup Academy and social workers will agree with parents/carers whether children in need should be attending Academy – Stone Soup Academy will then follow up on any pupil that they were expecting to attend, who does not.

Stone Soup Academy will set up a virtual academy that will be available to all Stone Soup Students. Stone Soup Academy will contact our students a minimum of twice a day to establish their welfare and to support each student with their learning.

To support the above, Stone Soup Academy will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child is not contactable, or discontinues, Stone Soup Academy will notify their social worker.

4. Designated Safeguarding Lead

Stone Soup Academy has a Designated Safeguarding Lead (DSL) and 4 Deputy DSL's.

The Designated Safeguarding Lead is: Kerrie Henton.

The Deputy Designated Safeguarding Lead's are: Laura Hendren, Oliver Sillito, Kevin Wildrianne and Younes Henini.

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A trained DSL (or deputy) will be available to be contacted via phone or online video at all times - for example when working from home.

All staff will update CPOMs where appropriate. The DSL or Deputy DSL's will update and liaise with children's social workers where they require access to children in need and/or to carry out statutory assessments.

It is important that all Stone Soup staff and volunteers have access to a trained DSL (or deputy). On each the DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

5. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the Academy Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead and the deputy DSL's. In the event of a concern when a child is in immediate danger a phone call will be made to the DSL or Deputy DSL. This will ensure that the concern is received. Staff are reminded of the need to report any concern immediately and without delay. Where staff are concerned about an adult working with children they should inform Kerrie Henton (Principal) straight away. If there is a requirement to make a notification to the Principal whilst away from Academy, this should be done verbally and followed up with an email to the Principal.

Concerns around the Principal should be directed to the Chair of Governors: Aftab Hussain.

6. Safeguarding training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing Academy staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child. Where new staff are recruited, or new volunteers enter Stone Soup Academy, they will continue to be provided with a safeguarding

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induction. If staff are deployed from another education or children's workforce setting to our Academy, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

7. Safer recruitment / volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Stone Soup Academy will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. Where Stone Soup academy are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE.

Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Academy name will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Stone Soup Academy will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any Academy is aware, on any given day, which staff/volunteers will be in the Academy or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Stone Soup Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

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8. Online safety

Stone Soup Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in Academy, appropriate supervision will be in place.

9. Online safety for children away from Academy

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police. Online teaching should follow the same principles as set out in the SSA code of conduct. Stone Soup Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
 - Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Stone Soup Academy

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- Staff should record, the length, time, date and attendance of any sessions held

10. Supporting children not in Academy

Stone Soup Academy is committed to ensuring the safety and wellbeing of all its Children and Young people. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in the Academy, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact have made. The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. Academy name and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The Academy will share safeguarding messages on its website and social media pages. Stone Soup Academy recognises that Academy is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.

Teachers at Stone Soup Academy need to be aware of this in setting expectations of pupils' work where they are at home. Stone Soup Academy will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

11.Supporting children in Academy

Stone Soup Academy is committed to ensuring the safety and wellbeing of all its students. When the buildings reopen. Stone Soup Academy will continue to be a safe space for all children to attend and flourish. The Principal will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate. If the buildings reopen to students during the COVID-19 outbreak, to maximise safety. Stone Soup Academy will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19. Stone Soup Academy will ensure that where we care for children of critical workers and vulnerable children in our virtual Academy. Where Stone Soup Academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the Principal.

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12. Child on child abuse

Stone Soup Academy recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where an Academy receives a report of child on child abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection Policy.

The Academy will listen and work with the young person, parents/carers and any multi agency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded on CPOMS and appropriate referrals made

Appendix C: Nottingham City Council verification of Disclosure and Barring Service (DBS checks)

Private & Confidential Head Teachers 19th April 2021

Dear Head Teacher



People Directorate
Loxley House, Station Street
Nottingham
NG2 3NG

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Verification of Disclosure and Barring Service (DBS) Checks

I am writing to confirm the verification process of mandatory DBS checks for employees of Nottingham City. For schools and academies the key anxiety that arises is that these staff are not directly employed by the school but schools as you know have to check that they are checked. Statutory guidance stipulates that schools and colleges are to seek written confirmation from agencies and organisations that appropriate pre-employment checks, including DBS checks, have been carried out on any individual who, by virtue of their position, will be required to work with pupils within the school or college (in accordance with *“Keeping Children Safe In Education”*, DfE September 2020).

The DBS check forms part of the mandatory pre-employment checks for all new employees undertaking regulated activity as defined by the DBS. Current employees who visit schools and who have unsupervised contact with children will have been subject to all of the required pre-employment checks, including an enhanced DBS check conducted by their employing service. This includes staff employed to work in the Community Public Health Nursing Service (5-19) (formerly known as the School Nursing service), Education Directorate front line staff (including Heads of Service, Education Welfare and EOTAS Officers, Fair Access Officers, Virtual School Education Support Officers, SEND Teaching Teams & Casework Officers, Educational Psychologists, Early Years Officers, School Health and Safety Officers, School Swimming & Outdoor and Adventure Services Staff) as well as Nottingham City Children’s Integrated Services staff, e.g. Social Workers, Family Support Workers, Youth Justice Team. Staff are then subject to a 3-yearly verification process of this check whereby an application will be made for a new DBS check, or verification of an existing relevant “portable” certificate will be undertaken. If the nature of our employees’ work requires it, the service will also have applied the requirements of the Childcare Disqualification Regulations (Disqualification under the Childcare Act 2006).

The relevant statutory guidance published by the Department for Education is below:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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

Any professional wishing to undertake work in school with children must be expected and make a formal appointment and the named professional must be the person who undertakes the intervention.

Schools will, of course, need to see identification from visitors to confirm that they do indeed work for Nottingham City Council and that they are the same person on whom the checks have been made. All Nottingham City Council staff visiting schools carry organisational photo identification, which should be presented as proof of employment.

Schools will also need to seek written notification that these checks have been made for any other Nottingham City Council employees not included above.

Yours faithfully



Catherine Underwood
Corporate Director for People

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