



## Fig Tree Primary School

### Child Protection Policy Safeguarding (Child Protection) Policy

**This policy reflects the following statutory and regulatory requirements January 2018:**

Keeping Children Safe in Education (September 2018)  
 Working Together to Safeguard Children (July 2018)  
 Sexual violence and harassment between children in schools and colleges (May 2018)  
 Nottingham City Safeguarding Children Board (NCSCB) policies and procedures  
 The Education (Independent School Standards) Regulations 2014

<b>Ratified by Governing Body</b>	
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## Introduction

At Fig Tree Primary, we are committed to providing an environment that nurtures and transforms the lives of children and young people attending Fig Tree and take seriously our responsibilities to safeguard and promote their welfare. In addition, we undertake our responsibilities to work in partnership with agencies as part of the wider, multi-agency, safeguarding system, always acting in the best interest of the child or young person where concerns are identified, in accordance with the Fig Tree Primary Safeguarding (Child Protection) Policy and Procedures, statutory guidance and Nottingham City Safeguarding Children Board (NCSCB) policies and procedures.

The model for human behaviour and interaction has been given to us by Islam and the Prophet Muhammad (peace be upon him).

In the Qur'aan (the holy book in Islam) the Almighty Lord has stated: **“The (faithful) servants of the Beneficent** are those who walk upon the earth modestly.” (Al Furqaan 25:63).

The following are some of the Hadith (narrations) of the Prophet (PBUH):

**“(On the Day of Resurrection) there will be nothing heavier in the scale than good character (and polite manners).”**

**“I have been sent (by the Lord, as a Messenger) for the perfection of human conduct.”**

**“The true believer is one from whom people are safe with their lives and wealth.”**

**“He is not from amongst us who doesn't show respect to his elders and does not show affection towards his youngsters.”**

**“Show mercy (be kind) to those on earth and He who is in the heavens will have mercy upon you.**

Personal sensitive information is processed in accordance with the Data Protection Act 1998 and consent to share information will be sought unless we are required to share information where there are child protection concerns (and consent has been withheld) or we are requested to share information with other statutory agencies such as the police or children's social care in pursuit of their enquiries.

## Definition of safeguarding

Safeguarding and promoting the welfare of children is defined in statutory guidance as: protecting children from maltreatment; preventing impairment of children's 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 outcomes.

Safeguarding and promoting the welfare of children is **everyone's** responsibility at Fig Tree Primary and in order to fulfil this responsibility effectively we ensure our approach is child centered and we consider, at all times, what is in the **best interests** of the child or young person. If children and families are to receive the right help at the right time, **everyone** at Fig Tree Primary has a role to play in identifying concerns, sharing information and taking prompt action.

## Our commitment

To safeguard and promote the welfare of children and young people through the provision of a safe environment in which children and young people can learn and develop.

All staff, volunteers and agency staff have a responsibility for safeguarding, irrespective of their role within either the school to:

- Identify concerns early and provide appropriate help and support for children and young people and their parents/carers to prevent concerns escalating to a point whereby intervention would be required under the Children Act 1989 and in accordance with the Nottingham City Council Children's Social Care procedures
- Bring to the attention of their line manager or the Designated safeguarding leads any information that may indicate a child or young person is at risk of abuse or neglect, irrespective of whether this is reported by other children and young people, members of the public, parents or relatives, through direct observation or in relation to the conduct of staff. The Designated and designated safeguarding lead will jointly determine what action if any will follow in accordance with the Nottingham City Safeguarding Children Board (NCSCB) threshold document and the joint Nottinghamshire and NCSCB inter-agency procedures which can be accessed at <http://nottinghamshirescb.proceduresonline.com/>

## Glossary

- "Staff" or "members of staff" includes all paid staff irrespective of their role in the organisations and also includes agency staff and volunteers (including governors and trustees)
- NCSCB is an abbreviation for the Nottingham City Safeguarding Children Board

## Statutory responsibilities

All action taken by Fig Tree Primary will be in accordance with:

- **Current legislation namely:**  
Children Act 1989 and 2004; Education Act 2002 and 2011; Education and Inspections Act 2006; The Education (Independent School Standards) Regulations 2014 Keeping Children Safe in Education (September 2018) Working Together to Safeguard Children (May 2018)
- **Statutory guidance namely:**
  - Keeping Children Safe in Education (September 2018) which sets out what schools should do and sets out the legal duties with which school must comply with in order to keep children and young people safe
  - Working Together to Safeguard Children (May 2018) which sets out the multi-agency working arrangements to safeguarding and promote the welfare of children and young people
  - Teacher Standards 2012 which sets out that teachers, including Headteachers, should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties
  - Other specific guidance and advice issued by the DfE in relation to the wider safeguarding agency, e.g. behaviour, health and safety, bullying, e-safety and medical needs

## **The role of the Designated Safeguarding Lead (DSL)**

Fig Tree has a designated safeguarding lead and deputy who have the status and authority with the organisation to carry out the duties of the post including committing resources and where appropriate, supporting and directing staff, they hold the day to day responsibility for the provision of safeguarding and child protection within the school.

The designated and deputy safeguarding leads have completed appropriate training delivered as part of the Nottingham City Council Safeguarding Children in Education Training programme for designated safeguarding leads to understand the assessment processes for early help and statutory intervention; child protection conferences and reviews to ensure that they have the skills and knowledge to discharge their safeguarding responsibilities. Both the designated safeguarding leads will attend annual refresher training to ensure their knowledge is up to date,

## **The broad areas of responsibility of the Designated Safeguarding Lead**

- To support and advise all staff on matters of child welfare (including contributing to early help assessments), safety, safeguarding and child protection
- To liaise with relevant agencies, including children's social care and the police where abuse and neglect are suspected
- To ensure that timely referrals are made to children's social care where abuse and neglect is suspected; refer cases to the Disclosure and Barring Service (DBS) where a person is dismissed or has left due to risk/harm to a child or young person
- To ensure we fulfil our statutory responsibilities in relation to children and young people subject of a child protection plan by ensuring appropriate attendance at child protection conferences, reviews, core groups and implementing the multi-agency child protection plan
- To liaise with the Local Authority Designated Officer (LADO) for Nottingham City Council where there are concerns about the conduct of or an allegation is made against a member of staff, agency worker or volunteer at the school. Should there be an allegation against the Head then the Chair of Governors will liaise with the LADO and
- To support the case manager/Head/Chair of Governors/Proprietor (as set out in Part 4 of Keeping Children Safe in Education (2016) and our policy and procedure for the management of allegations) where there are concerns relating to the conduct or actions of a member of staff (including agency and volunteers)
- The designated safeguarding leads will ensure, as part of the induction process and through the Safeguarding CPD programme, that staff fully understand how to access this policy, its associated procedures and monitor implementation
- To support and encourage a culture of listening to children and young people; taking into account their wishes and feelings, ensuring they influence and inform any plans made in respect of their welfare or protection as set out in the Children Act 1989 and the United Nations Convention on the Rights of the Child (UNCRC).
- To ensure that this policy is updated annually or in response to revised statutory guidance issued by the DfE and that the current policy is available on the Fig Tree Primary website and via the school office and staff room

- Establish effective links with the Nottingham City Safeguarding Children Board to make sure staff are aware of training opportunities and the latest developments in relation to policies, procedures and guidance in relation to safeguarding
- To ensure that children and young people starting or leaving, at non-standard transition points, including those who attend Fig Tree Primary from other local authorities are appropriately notified to Nottingham County Council, Education Welfare Service via the school roll reporting system as part of our responsibilities in relation to children missing education
- To ensure the timely transfer of any child welfare or child protection information to their next school (as applicable)
- To lead on and co-ordinate our programme of midterm briefings, staff bulletins, newsletters and briefings for staff

NB: the above is based on Keeping Children Safe in Education (September 2018)  
Children Missing Education September 2016

### What all staff should know

All schools are required to issue of Keeping Children Safe in Education (September 2018) - in full - to their staff and ensure that they have read and understood its contents. Ensure all staff have read atleast (Part One, Part 5 and Annex 1). Staff should know who the designated and deputy safeguarding leads are and how to access support and advice. **Annex B: Details of Designated Safeguarding Leads.** Information is available on the school website and displayed in the Reception area of the School and in the Staff Handbook

All staff when they commence employment to receive a one to one induction meeting with either the designated safeguarding lead which will signposts staff to relevant safeguarding documentation including this policy, guidance for safer working practice, what to do if you're worried a child may be abused, the Fig Tree Primary Safeguarding (Child Protection) Procedure and NSPCC whistleblowing advice line.

Fig Tree Primary also has a detailed safeguarding continuous professional development (SCPD) strategy and training programme. All staff will attend training commensurate with their roles and responsibilities and receive annual refresher training. The training programme details our responsibilities in terms of early help, how to report concerns both within Fig Tree Primary and to children's social care etc. Information about the strategy and CPD programme is available to staff on the Fig Tree Primary Intranet and there is a programme of mid-term briefings that will ensure staff receive regular updates and information in relation to the broad spectrum of our safeguarding responsibilities. Case studies are used to support staff to identify and relate with safeguarding procedures in staff meetings.

### Action to be taken if there are concerns in relation to safeguarding practices within the school

All staff, volunteers and agency staff should feel able to raise concerns about poor or unsafe practice and any potential failures in relation to safeguarding and know that such concerns will be taken seriously by the designated safeguarding lead, senior leadership team and chair of governors. Should staff feel unable to raise concerns within the organisation advice and guidance has been produced to ensure that they are aware of how to raise such concerns externally. [Appendix C: Whistleblowing advice and information](#) which is available on the school website and displayed in the Reception area of the School and in the Staff Handbook

The Fig Tree Primary **Safeguarding (Child Protection) Procedure** provides additional information about how to make a referral to children's social care, the LADO or to report concerns to the

NSPCC advice line in instances where they have concerns about the organisation's response to child protection, the conduct of staff or they do not feel that appropriate action has been taken in relation to concerns they have raised.

### **Allegations of abuse made against teachers and other staff**

Working Together to safeguard Children (September 2018) states that organizations should have in place clear policies in line with those from the NCSCB for dealing with allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint.

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

The Fig Tree Primary policy and procedure is available on the website

### **What staff should do if they have concerns about another staff member**

If any member of staff, volunteer or agency staff have concerns relating to an individual's conduct or behaviour, whether they be a colleague, member of the senior leadership team, they should refer their concerns to the designated safeguarding lead.

Where concerns or allegations relate to the Head, these should be referred to the chair of governors and reported directly to the designated officer (LADO) for Nottingham City Council. Staff should ordinarily discuss any concerns with designated safeguarding lead or Chair of Trustees/Governors who will make contact the Nottingham City LADO or alternatively staff can contact the NSPCC whistleblowing helpline for advice and support as set out above.

### **If staff have any concerns they should follow the Fig Tree Child Protection Procedures Appendix C: Child Protection Procedures**

#### **Abuse and neglect (definitions)**

**All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. The following are the statutory definitions of abuse and neglect as set out in Working Together to Safeguard Children (September 2018) however, the ultimate responsibility to assess and determine the type category of abuse is that of the Police and Children's Social Care – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Supplementary guidance Safeguarding Children in whom Illness is Fabricated or Induced (2008) sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them

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

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

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

## Wider areas of safeguarding responsibilities

**Child sexual exploitation:** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. **Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.** Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

Children who appear with unexplained gifts or new possessions; Children who associate with other young people involved in exploitation; Children who have older boyfriends or girlfriends; Children who suffer from sexually transmitted infections or become pregnant; Children who suffer from changes in emotional well-being; Children who misuse drugs and alcohol; Children who go missing for periods of time or regularly come home late; and Children who regularly miss school or education or do not take part in

Further information and guidance is available from [www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners](http://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners) and

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What to do if you re worried a child is being abused.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

**Honour Based Violence (HBV):** encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including **Female Genital Mutilation (FGM)**, **forced marriage**, and practices such as **breast ironing**. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. There are a range of potential indicators that a child may be at risk of HBV. If staff have a concern regarding a child that might be at risk of HBV, they should activate Fig Tree Primary child protection procedures and the designated safeguarding leads will initiate local safeguarding protocols for multiagency liaison with police and children's social care. For information and guidance is available at [www.gov.uk/government/news/help-for-victims-of-forced-marriage-and-honour-based-violence](http://www.gov.uk/government/news/help-for-victims-of-forced-marriage-and-honour-based-violence)

**Female Genital Mutilation (FGM):** comprises all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long-lasting and harmful consequences. **Teachers along with regulated health and social care professionals in England have a statutory duty to report to the Police** where through either disclosure of visual evidence, they discover that FGM appears to have been carried out on a girl under the age of 18. **Teachers must personally report to the police any cases where they discover that an act of FGM appears to have been undertaken. The designated safeguarding lead will support any member of staff to make a referral.** The above duty does not apply in relation to a risk of suspected cases or in cases where the woman is 18 years or over.

Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#). The following is a useful summary of the FGM mandatory reporting duty [FGM Fact Sheet](#). FGM is also closely associated with Honour based violence – see above

**Forced marriage:** is a crime in England and Wales and is where a marriage is entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used. Some communities use religion and culture as a way to coerce a person into marriage and young people and adults with learning difficulties can be particularly vulnerable to forced marriages as they are seen or treated by others in ways that contravene their rights, for example in not being given choices or having their views listened to. The transition period between child and adult services for young people with learning disabilities is a time of particular vulnerability. The Mental Capacity Act 2005 applies to all people aged 16 and over and aims both to empower people to make decisions for themselves whenever possible and to protect those who lack capacity to do this. The Act starts from the basis that, unless proved otherwise, all

adults have the capacity to make decisions. The Forced Marriage Unit has published [Multi-agency guidelines](#) and the Forced Marriage Unit can be contacted for advice or information.  
Tel: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

**All types of bullying including cyberbullying and sexting:** Fig Tree Primary has a separate Anti-Bullying policy which is accessible school's website and further guidance is available from <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> (July 2017)

**Domestic violence, Gender-based violence/violence against women and girls (VAWG) and teenage relationship abuse:** involves any incident or pattern of incidents of controlling, coercive, threatening behavior, violence or abuse between those who are, or have been in relationships or family members regardless of gender or sexuality and is applicable to teenagers engaged in abusive relationships. Further guidance and resources are available from <https://www.gov.uk/government/policies/violence-against-women-and-girls>

**Children missing education:** All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools and local authorities is therefore critical to ensuring that all children are safe and receiving suitable education.

A child or young person going missing from education is a potential indicator of abuse or neglect and as such are at risk of being victims of harm, exploitation or radicalisation. Therefore, it is essential that all staff are alert to the signs to look out for that includes travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the [children missing education](#) guidance (2016) and the [Fig Tree Primary procedure can be accessed and is available from Reception](#)

**Child and Adolescent Mental Health:** Good mental health and resilience are fundamental to our physical health, relationships, education and to achieving our potential. DfE advice for schools provides advice on: 'how and when to refer to the Child and Adolescent Mental Health Services (CAMHS): support children with emotional and behavioural difficulties' how to strengthening pupil resilience and identify pupils likely to need extra support and where and how to access community support **Mental health and behaviour in schools Departmental advice for school staff (March 2016)** non-statutory advice clarifies the responsibility of the school, outlining what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need. [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508847/Mental\\_Health\\_and\\_Behaviour\\_-\\_advice\\_for\\_Schools\\_160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf) In addition, Public Health England has published guidance for Headteachers - **Promoting children and young people's emotional health and wellbeing A whole school and college approach (2015)** [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414908/Final\\_EHWP\\_draft\\_2\\_0\\_03\\_15.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWP_draft_2_0_03_15.pdf)

**Children missing home or care:** All children and young people are vulnerable when they are missing from home or care and this is particularly so for disabled children and young people, who may be more vulnerable to child sexual exploitation, being victims of crime or at risk of significant injury. In addition, students may go missing because of issues relating to forced marriage, honour-based violence, female genital mutilation (FGM) or because of domestic violence. Further information is available in statutory guidance [child missing from home or care](#) (2014) and the Fig Tree Primary missing from care or education policy and procedure

**Radicalisation:** Protecting children from the risk of radicalisation is a part of our wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. Radicalisation refers to the process by which a person comes to support terrorism and other forms of extremism and there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability e.g. learning disability, Autism, which is often combined with influences such as family, friends. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. For information can be accessed via [government/publications/prevent-duty-guidance](#). As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

**Prevent:** The organisation is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015) to have "due regard to the need to prevent people from being drawn into terrorism" and must have regard to statutory guidance issued under section 29 of the CTSA 2015. The DfE guidance [Revised Prevent duty guidance: for England and Wales](#) sets out how the prevent agenda is to be delivered which includes a risk assessment, working in partnership, staff training, and IT policies.

In addition the DfE has also published advice for schools on the [Prevent duty](#) which complements the above guidance and signposts other sources of advice and support including a resource entitled [educate against hate](#), a website designed to equip schools, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people.

**Channel and Channel panels:** The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for organisations to make referrals if they are concerned that an individual might be vulnerable to radicalisation, engagement with the programme is entirely voluntary at all stages. The CTSA 2015 places a duty on local authorities to establish Channel panels requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. If a referral is made to the Chanel panel, Fig Tree Primary may be asked to attend in order to share relevant information in order to determine whether support is required. We also have a responsibility to ensure that our staff understand when it is appropriate to make a referral to the Channel programme, further advice is available via [Channel guidance](#).

**Private Fostering:** is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. Fig Tree Primary has a responsibility to refer to Children's Social Care of any private fostering arrangement we become aware of, in order for Children's Social Care to undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults caring for them have access to advice and support.

**Online safety:** The use of technology has become a significant feature within many aspects of safeguarding e.g. child sexual exploitation, radicalisation, bullying and can be a platform that facilitates harm. As a school Fig Tree has to adopt an effective approach to online safety which empowers, protects and educates the whole community. Taking steps to ensure children and young people are not being exposed to illegal, inappropriate or harmful material, or being subjected to harmful online interaction with other users. Reducing the risk of harm through the use of filters, monitoring and appropriate use policies for those accessing our IT system, whilst at the same time providing a safe environment in which children and young people can learn to keep themselves safe online which informs our Prevent risk assessment. However, we need to be mindful that "overblocking" access can lead to unreasonable restrictions as to what can be taught with regards to online safety. As part of our safeguarding CPD programme online safety training for staff is integrated, aligned and considered as part of our overarching approach to safeguarding. The curriculum and approach to e-safety ensures children and young people are taught about safeguarding, including online.

**Peer on Peer abuse:** Sexual violence and sexual harassment can occur between two children of any sex or through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment are likely find the experience stressful and distressing and it can adversely affect their educational attainment and have a lifelong emotional impact. Sexual violence and sexual harassment can occur both online and offline (physical and verbal) but is never acceptable. It is important that all victims are taken seriously and offered appropriate support.

**Harmful sexual behaviours:** Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviours are developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviours". Advice on signs, indicators and effects of harmful sexual behaviours is available here: NSPCC: Harmful sexual behaviour: signs-indicators-effects. Harmful sexual behaviours can occur online and offline and can occur simultaneously between the two and should be considered as a child protection issue. When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled<sup>13</sup> or smaller in stature. The Brook sexual behaviours traffic light tool can help when considering harmful sexual behaviours.

(Refer to Keeping Children safe in Education – **September 2018**)

(Sexual violence and harassment between children in schools and colleges May 2018)

#### Information sharing

At Fig Tree Primary we understand Information sharing is an important aspect of safeguarding children and vulnerable people. It is important however that information is shared legally. What follows is offered as guidance and is not a substitute for legal advice.

When children are suffering or may be at risk of suffering significant harm, concerns must always be shared with children's social care or the police.

Schools should make it clear to parents that they have general duty to share information with other agencies where they have safeguarding concerns. However, consent must be sought directly from parents on a case-by-case basis. A general statement does not replace the need to ask for consent when required.

When schools feel that a referral should be made to social care, they should seek the consent of the parent. However, the duty to refer overrides this, as the safety of the child is paramount.

Seeking consent is not required, if to do so would:

place a person at increased risk of harm (usually the child, but also a family member or another person);

prejudice the prevention, detection or prosecution of a serious crime; or

lead to an unjustifiable delay in making enquiries.

(Refer to Working Together to safeguard children 2018)

### **If staff have any concerns they should follow the Fig Tree Child Protection Procedures Appendix C: Child Protection Procedures**

#### Appendix A: Details of Designated Safeguarding Leads

The Designated Senior Lead for Child Protection in this school is: **Mrs N Hussain**

A Deputy DSL should be appointed to act in the absence/unavailability of the DSL.

The Deputy Designated Lead Person for Child Protection in this school is: **Mrs K Chishti**

The nominated governor for child protection is: **Mr. J. Khan**

<b>Local Authority Contacts:</b>	
<b>Local Authority Designated Safeguarding Officer</b>	Richard Powell 0115 8762302 rich.powell@nottinghamcity.gov.uk
<b>Social Care Duty Team, Nottingham City Council</b>	0115 8764800 candfdirect@nottinghamcity.gcsx.gov.uk
<b>Domestic Abuse Referral Team</b>	Carrol Tilly 0115 9151542
<b>Children Missing in Education Local Authority Named Officer</b>	Charles Borrington 0115 9158941
<b>Priority Families Accredited Practitioner</b>	Patrick Allinson 01158761160 Patrick.allinson@nottinghamcity.gov.uk
<b>MARF- Nottingham City</b>	0115 876 4800 candfdirect@nottinghamcity.gov.uk
<b>MASH – Nottingham County</b>	0300 500 8090
<b>The Designated Officer (LADO) for Education</b>	Gillian Quincey 0115 8765698. gillian.quincey@nottinghamcity.gov.uk or lado@nottinghamcity.gov.uk
<b>Nottinghamshire Prevent Team</b>	0800 789 321 prevent@nottinghamshire.pnn. police.uk
<b>NSPCC helpline for FGM</b>	08000283550 fgmhelp@nspcc.org.uk
<b>Ofsted (for information and advice)</b>	03001231231 Mon to Fri 08:00 to 18:00
<b>Children and Family Service</b>	<a href="http://www.nottinghamcity.gov.uk/children-and-families/">http://www.nottinghamcity.gov.uk/children-and-families/</a>
<b>Nottinghamshire Police</b>	0300 300 9999
<b>Children's Services</b>	0115 876 4800

**Appendix B: Fig Tree Induction Pack  
Employees Safeguarding Induction Pack**



<b>Name and Role:</b>	
<b>Date of Commencement:</b>	
<b>Inductor: Name and Role</b>	
<b>Date of Induction:</b>	
<b>Signed by Inductee:</b>	
<b>Signed by Inductor:</b>	

## Agenda:

### Welcome to Fig Tree Primary

#### Outline of the induction meeting

- Fig Tree Vision
- What is Safeguarding (Child Protection)
- What safeguarding means for children or young people at Fig Tree
- Voice and influence
- Action to be taken if you have a concern

### Fig Tree Vision

A school that:

- Delivers excellence in education through a holistic curriculum and dedicated team.
- Highlights the significance of faith and belief in God to produce truly remarkable children.
- Promotes a broad range of values and focuses on character development.
- Inspires children to learn and instils high expectations for all.
- Embeds inclusive practice in all areas of its work so that all children are well supported and have equal opportunities.
- Promotes creativity and innovation across the curriculum.
- Serves the community and society.
- Produces children who are proud of their faith, heritage, and our country.
- Ensures all children are happy, healthy and safe.

### What is Safeguarding (Child Protection)

Safeguarding is an overarching term used to ensure that the welfare of children and young people is paramount and they are protected from abuse and neglect. **We all have a statutory duty to safeguard and promote the welfare of children.** This means: protecting children and young people from abuse and neglect; preventing impairment of health or development; ensuring they are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children and young people to have the best life chances.

Every member of staff, irrespective of their role in the organisation, has a responsibility to keep children or young people safe and to take appropriate action whenever they hear, observe or are told information that could impact on their welfare and safety.

Child protection is the statutory threshold for intervention in family life, whereby a child is suffering or at risk of significant harm. As an organisation Fig Tree has a number of statutory responsibilities that it must be fulfilled which are set out in legislation and statutory guidance.

You have been issued with Part 1, section 5 and Appendix A of Keeping Children Safe in Education (September 2018) and you will have been asked to read the document ahead of today's induction. Have you had an opportunity to do so? Do you have any questions?

### What Safeguarding means for children at Fig Tree

At Fig Tree we expect our staff to exercise high standards of behaviour and provide high quality professional support to our children. It is therefore important that we all understand that the nature of our work and the responsibilities related to it, which places us in unique

position of trust. During the course of your induction you will have the opportunity to access a range of training that will provide you with the knowledge and skills you need to do your job. In addition, you will be required to read a number of different policies and procedures that will provide you with contextual information and guidance.

You can also access guidance on safer working practice for those working with children and young people in education settings (October 2015) in the staff room on the safeguarding notice board

Under the Prevent Duty, we have a statutory responsibility to identify vulnerable children at risk of radicalisation and to take appropriate action. In addition, we have responsibility to promote fundamental British values and enable our children to challenge extremist views and remain safe on line

All staff, irrespective of their role in the organisation, have a responsibility to ensure that illegal, unsafe, unprofessional or irresponsible behaviour exhibited by staff is challenged and reported. It is always difficult to raise concerns about a colleagues' behaviour but you must discuss any concerns with designated or deputy safeguarding lead.

If you do not feel you can raise concerns within the organisation then you can access the NSPCC Whistleblowing helpline on 0800 028 0285 between 8 a.m. and 8 p.m. or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

In addition, What to do if you're worried a child is being abused (DfE March 2015) advice for practitioners and the Fig Tree Safeguarding (Child Protection) Policy and Procedures can be accessed in the staff room and on the school website

#### Voice and influence

When working with children and young people communication is crucial, especially in relation to safeguarding. Communication is a two-way process and doesn't just relate to a child's ability to communicate via speech therefore, we need to approach communication in its broadest terms, considering body language, gestures, behaviour and reference to objectives. We must also support our children to make positive choices.

### **Action to be taken if you have a concern about the welfare of a pupil or the conduction/actions of a member of staff or visitor to Fig Tree**

You should discuss your concerns, observations or any information that may impact on the welfare of a child with a designated safeguarding lead. The flowchart overleaf has been developed to offer you guidance on what you should do. It is **not intended to cover all eventualities but it aims to provide a framework for action.**

What is important is that you take action and raise your concerns, the designated safeguarding lead who may hold other relevant information, but your information may be new and important - the final part of the information jigsaw.

September 2018

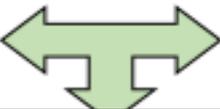
Appendix C: Safeguarding (Child Protection Procedure

**Safeguarding (Child Protection) Procedure: Action to be taken where there are concerns in relation to a child, young person or the conduct or actions of a staff or visitors**



**General Information and Advice**

Always act in the best interests of the child or young person: the welfare of the child is paramount **Children Act 1989**



Always maintain an attitude of 'it could happen here': Learning lessons from Serious Case Reviews e.g. Daniel Pelka and Nigel Leat

**Be alert to the signs of abuse and neglect supporting documents include:** Fig Tree safeguarding child Protection Policy: Part One Keeping children safe in Education (September 2018) What to do if you're worried a child is being abused (DfE March 2015) Advice for practitioners: Working Together to Safeguard Children (2018)



**How to report child welfare or child protection concerns at Fig Tree Primary School**

**Child Welfare**

Discuss your concerns with the designated or deputy safeguarding and record your concerns on the Record of Concern form. The designated or deputy safeguarding will provide advice, support and guidance on next steps.



**Immediate Concerns and/or immediate action is required:** Contact the Designated or Deputy Safeguarding Lead or the Police

**Safeguarding/Child Protection Concerns** - the designated or deputy safeguarding lead will consider what information is already known, indicators of risk and following multi-agency guidelines take appropriate action



**Concerns relating to the conduct or actions of a staff member:** The designated safeguarding lead (DSL) - the Head - will liaise with the Local Authority Designated Officer (LADO). If the concerns relate to the Head, the Chair of Governors should be notified. All allegations will be investigated following statutory guidance and Nottingham City Safeguarding Children Board (NCSCB) procedures in partnership with the Local Authority Designated officer (LADO)

**If, a child is in immediate danger or is at risk of harm:** Anyone can make a referral to Children's Social Care and/or the Police (but the Designated or Deputy Safeguarding Leads should be informed if a referral has been made). **Contact details:** Nottingham City Children Social Services: Office Hours 0115 876 4800: Emergency Duty Team (EDT) outside office hours, weekends or bank holidays 0115 876 1000 alternatively contact the Police on 999

If you have a concern relating to dangerous or illegal activity or any wrongdoing within the organisation and you do not feel you can raise a concern directly you can contact the **NSPCC Whistleblowing helpline 0800 028 0285** – line is available from 8:00 AM to 8:00 PM, Monday to Friday or Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) and/or the Nottingham City **Local Authority Designated Officer (LADO)** contact details during normal office hours 0115 876 4747