



Unit 19, Avenue B, Nottingham, NG1 1DU

FAST FORWARD Safeguarding & Child Protection Policy In line with Keeping Children Safe in Education 2025

FAST FORWARD is a DJ & Music Studies provision who caters for up to 50 students aged 11-16 years; however, we aim to target KS4 and above, looking to extend to Post 16 Opportunities. Students who attend will attend on a different ratio of days a week. We cover NCC and Nottinghamshire schools/partnerships. The students exhibit a variety of complex educational, social, emotional and mental health difficulties, which have impeded personal developmental and educational success.

Some of the students have stated diagnoses. Some of our learners have visited a variety of Alternative Provisions or Schools prior to attending FAST FORWARD. They can arrive at FAST FORWARD very disengaged with education and home life.

Introduction:

A Discrete Children Missing in Education Policy in more detail due to City Centre location, the policy is kept in line with this Main Policy for Safeguarding and in Line with KCSiE 2022 and updated 2024.

Appendix 7 -shows the changes and updates to the current legislation.

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Part One: Safeguarding Policy

1. Introduction

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 are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Children includes everyone under the age of 18.

Please note that this policy and the statutory guidance behind it will now also be applicable to government funded post 16 Education; 16-19 Academies, Special Post-16 institutions and Independent Training Providers, who are now required to have regard to KCSiE following the enactment of The Education and Training (Welfare of Children) Act 2021.

KCSiE now states that 'college' includes providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended): 16-19 Academies, Special Post-16 institutions and Independent Training Providers.

Please refer to KCSiE Part One

Safeguarding information for all staff

- *What school, college and AP's staff should know and do - A child centred and coordinated approach to safeguarding*

Descriptions:

This means that FAST FORWARD is committed to safeguarding and promoting the welfare of all its young people. We believe that:

- *Our young people have the right to be protected from harm, abuse and neglect*
- *Our young people have the right to experience their optimum mental and physical health*
- *Every child has the right to an education and young people need to be safe and to feel safe in FAST FORWARD.*
- *Young people need support that matches their individual needs, including those who may have experienced abuse*
- *Our young people have the right to express their views, feelings and wishes and voice their own values and beliefs*
- *Our young people should be encouraged to respect each other's values and support each other*
- *Our young people have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. FAST FORWARD will ensure clear systems and processes are in place to enable identification of these needs. Including consideration of when mental health needs may become a safeguarding need.*
- *FAST FORWARD will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views and risk-taking behaviours.*

All staff and visitors have an important role to play in safeguarding young people and protecting them from abuse and considering when mental health may become a safeguarding issue.

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<p>FAST FORWARD will fulfil their local and national responsibilities as laid out in the following documents:</p> <ul style="list-style-type: none"> ● <u>Working Together to Safeguard Children (DfE)</u> ● <u>Keeping Children Safe in Education</u> ● <u>NCC/Nottinghamshire Safeguarding procedures</u> ● <u>The Education Act 2002 S175</u> ● <u>https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation</u> ● <u>Mental Health & Behaviour in Schools</u> ● <u>Nottingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)</u> ● <u>Nottingham Safeguarding Children Partnership threshold guidance Delivering effective support</u> ● <u>Multi-agency Statutory Guidance on Female Genital Mutilation</u> ● <u>Protecting children from radicalisation: the prevent duty 2021</u> ● <u>Relationships Education, Relationships and Sex Education (RSE) and Health Education</u> ● <u>RSE Education</u> ● <u>Searching, screening and confiscation at school - GOV.UK (www.gov.uk)</u> ● <u>Sharing nudes and semi-nudes: advice for education settings working with children and young people</u> ● <u>Voyeurism Offences Act 2019</u> ● <u>DfE statutory guidance on Children Missing Education</u> ● <u>Human Rights Act 1998</u> 	<p><i>FAST FORWARD have the following people will take the lead in these areas:</i></p> <p>Our Data Protection officer is: Steve Lee - Director></p> <p>Our lead for Mental Health is: Steve Lee – contact will be made with the partnership schools will be done></p> <p>Our Safeguarding Lead is: Steve Lee</p> <p>Our Deputy Safeguarding Lead is: Chris Goss</p>
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<ul style="list-style-type: none"> ● <u>Government publication equality act 2010 advice for schools</u> ● <u>Harmful online challenges and online hoaxes - GOV.UK (www.gov.uk)</u> ● <u>Searching, screening and confiscation at school - GOV.UK (www.gov.uk)</u> ● <u>Public sector equality duty guidance schools</u> 	
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<p>2.0 Overall aims</p> <p>This policy will contribute to the protection and safeguarding of our students and promote their welfare by:</p> <ul style="list-style-type: none"> ● Adopting a Whole Provision approach to safeguarding ● Making clear the need for ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development in FAST FORWARD. ● Clarifying standards of behaviour for staff and students. Seen in FAST FORWARD Behaviour Policy. ● Contributing to the establishment of a safe, resilient and robust ethos in the provision, built on mutual respect and shared values ● Introducing appropriate work within the curriculum ● Encouraging students and parents to participate ● Alerting staff to the signs and indicators that all may not be well ● Developing staff awareness of the causes of abuse ● Developing staff awareness of the risks and vulnerabilities their students face ● Addressing concerns at the earliest possible stage ● Reducing the potential risks students face of being exposed to multiple harms including violence, extremism, exploitation, discrimination or victimisation ● Recognising risk and supporting online safety for students, including in the home 	<p><i>This means that in FAST FORWARD we will:</i></p> <ul style="list-style-type: none"> ● <i>Identify and protect all pupils especially those identified as vulnerable students</i> ● <i>Identify individual needs as early as possible; gain the voice and lived experience of vulnerable students and design plans to address those needs</i> ● <i>Work in partnership with students/parents/carers and other agencies/education providers</i> <p><i>Our policy extends to any multi agency establishment FAST FORWARD commissions to deliver education to; e.g. (LEA/Schools)</i></p> <p><i>FAST FORWARD will ensure that they reflect the values, philosophy and standards. Confirmation should be sought from the schools/LEA where appropriate risk assessments are completed, and ongoing monitoring is undertaken.</i></p>
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<p>3.0 Guiding Principles</p> <p>These are guiding principles of safeguarding, by Nottingham Safeguarding Children Partnership,</p> <ul style="list-style-type: none"> • provide <u>effective</u> help and support as early as possible • Have conversations and listen to children and their families as <u>early</u> as possible • Understand the child's lived experience • Work <u>collaboratively</u> to improve children's life experience • Be <u>open</u>, honest and transparent with families in our approach • <u>Empower</u> families by working with them • Work in a way that builds on families' <u>strengths</u> • Build <u>resilience</u> in families to overcome difficulties 	<p><i>This means FAST FORWARD Directors will be aware of the guidance issued by Nottingham Safeguarding Children. https://www.nottinghamcity.gov.uk/ncscp 0115 876 4800</i></p> <p><i>Through online training materials - All staff will be enabled to listen and understand the lived experience of children and young people by facilitating solution focused conversations appropriate to the child/young person's preferred communication style.</i></p> <p><i>It also means that where early help is appropriate, the designated safeguarding lead/deputy will liaise with other agencies and completing an inter-agency assessment as appropriate. If required to, all staff will support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.</i></p> <p><i>Early help cases will be kept under constant review, and if the child's situation does not improve/ is getting worse, consideration will be given to a referral to children's social care for assessment for statutory services.</i></p>
<p>4.0 Expectations</p> <p>All staff and visitors will:</p> <ul style="list-style-type: none"> • Be familiar with this Safeguarding & Child Protection Policy • Understand their role in relation to safeguarding • Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators) • Record concerns and give the record to the DSL or deputy DSL • Deal with disclosures of abuse from children in line with the guidance in Appendix 2, informing the DSL immediately and providing a written account as soon as possible • Be involved, where appropriate, in the implementation of individual school-focused interventions, Early Help Assessments and Our Family Plans, Child in Need Plans and inter-agency Child Protection Plans 	<p><i>This means that FAST FORWARD will ensure:</i></p> <p><i>All staff will receive annual safeguarding training and update briefings as appropriate.</i></p> <p><i>Key staff will undertake more specialist safeguarding training as agreed by the governing body.</i></p> <p><i>In recognition of the impact of COVID-19, additional disclosure training will be undertaken by all staff.</i></p> <p><i>FAST FORWARD will follow Safer Recruitment processes and checks for all staff.</i></p>

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<p>5.0 The Designated Safeguarding Lead (DSL)</p> <ul style="list-style-type: none"> ● The DSL will be a member of the Senior Leadership Team. (Director within FAST FORWARD) ● Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated. ● DSLs should help promote educational outcomes by working closely with teachers about children's welfare, safeguarding and child protection concerns. ● FAST FORWARD Trustees/Director should ensure that the DSL role is explicit in the post-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties. <ul style="list-style-type: none"> ● Safeguarding and child protection information will be dealt with in a confidential manner. ● The DSL will ensure that FAST FORWARD is clear on parental responsibility for children on roll, and report all identified private fostering arrangements to the local authority. ● Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each student.: FAST FORWARD will not keep family files. Files will be kept for at least the period during which the student is attending the provision, and beyond that in line with current data legislation and guidance. ● If a student moves from our provision, child protection and safeguarding records will be forwarded on to the DSL at the new school/provision, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. ● All in-year applications and transfers will also be reported to the local authority. 	<p>This means the DSL team in our school will be: Lead: Steve Lee Deputies: Chris Goss</p> <p><i>Any steps taken to support a child/ young person who has a safeguarding vulnerability must be reported to the lead DSL.</i></p> <p><i>Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record will be made of what information has been shared, with whom, and when.</i></p> <p><i>FAST FORWARD store our records electronically we do not hold paper files.</i></p> <p><i>We will not disclose to a parent any information held on a child/young person if this would put the child at risk of significant harm</i></p> <p><i>We will record where and to whom the records have been passed and the date.</i></p> <p><i>This will allow the new setting to continue supporting victims of abuse and have that support in place for when the young person arrives.</i></p>
<p>6.0 Contextual Safeguarding</p> <p>Contextual safeguarding is about the impact of the public/social context on young people's lives, and consequently their safety. It seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. As an approach it looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focussing on an individual.</p>	<p><i>DSLs will consider contextual safeguarding and give due regard to the effectiveness of FAST FORWARD safeguarding system within the wider system. This will be evidenced in:</i></p> <ul style="list-style-type: none"> ● <i>Informal and formal assessments of need/ risk for the child</i> ● <i>Case discussions in DSL supervision sessions</i>

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7.0 Mental Health

KCSiE requires all staff to be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Mental health support

Additional information has been added to help schools/FAST FORWARD prevent and tackle bullying and support pupils whose mental health problems manifest themselves in behaviour.

Department for Education (DfE) (2017) Preventing bullying.
Government publication preventing and tackling bullying

Department for Education (DfE) (2018) Mental health and behaviour in schools
Government publication mental health and behaviour in schools 2

FAST FORWARD may choose to appoint a senior mental health lead, though this is not mandatory. The senior mental health lead should be supported by the senior leadership team and could be the pastoral lead, special educational needs coordinator (SENCO) or DSL.

In our FAST FORWARD this means that:

- *All staff will be alert to signs of mental ill-health and be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation*
- *All staff will take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern*
- *We take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of children/young people through:*
 - **Prevention:** *creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of FAST FORWARD and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;*
 - **Identification:** *recognising emerging issues as early and accurately as possible;*
 - **Early support:** *helping pupils to access evidence based early support and interventions; and*
 - **Access to specialist support:** *working effectively with external agencies to provide swift access or referrals to specialist support and treatment*

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8.0 The Designated Tutor/Director for Looked After and Previously Looked After Children

- FAST FORWARD must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after.
- Designated Tutor will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.
- NCC and Nottinghamshire has ongoing responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person; to support the care leaver to participate in education or training.

Promoting the educational outcomes of children with a social worker

Virtual school head role extension to children with a social worker - GOV.UK (www.gov.uk)

- Children with a social worker may face barriers to education because of complex circumstances
- Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress.
- Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children.

Virtual school heads should identify and engage with key professionals such as designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers, including Designated Social Care Officers for SEND, where they exist. to help them to understand the role they have in improving outcomes for children.

*In our school the designated Tutors are:
Name: **Chris Goss/Steve Lee***

Our Designated Tutor/Director will:

- *Work with the Virtual School to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.*
- *Work with the Virtual School headteacher to promote the educational achievement of previously looked after children.*
- *In non-maintained schools and colleges, an appropriately trained teacher should take the lead.*

FAST FORWARD will work with partners to effectively identify the needs of children with a social worker and ensure they can access interventions that make a difference to their education

DSLs will keep the details of the NCC/Nottinghamshire's Personal Advisor appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

The Virtual School Head Teacher has non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of children with a social worker

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<p>10.0 Safer recruitment and selection</p> <p>FAST FORWARD should follow part 3 of ‘Keeping Children Safe in Education’ (KCSiE) and pay full regard to ‘Safer Recruitment’ requirements including but not limited to:</p> <ul style="list-style-type: none"> • verifying candidates’ identity and academic or vocational qualifications • obtaining professional and character references • checking previous employment history and ensuring that a candidate has the health and physical capacity for the job, • UK Right to Work • clear enhanced DBS check • any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children. <p>Evidence of these checks must be recorded on the Single Central Record.</p> <p>All recruitment materials will include reference to FAST FORWARD commitment to safeguarding and promoting the wellbeing of pupils.</p>	<p>This means that in FAST FORWARD:</p> <p>The following FAST FORWARD staff have undertaken Safer Recruitment training:</p> <p>1 Chris Goss 2 Richard Douglas 3 Thomas Bacon</p>
<p>10.1 Induction</p> <p>All staff, especially staff who have been redeployed in response to COVID-19, must be aware of systems within their setting which support safeguarding, and these should be explained to them as part of staff induction.</p> <p>10.2 Staff support</p> <ul style="list-style-type: none"> • Regular safeguarding supervision will be offered to the Lead DSL within the provision • Usually offered half termly, safeguarding supervision may need to be offered more frequently and extended to other members of staff as deemed appropriate by FAST FORWARD. • DSLs will be supported to access training as appropriate including training in behaviour and mental health. • All DSLs will have access to the monthly Designated Safeguarding Lead case-consultation sessions organised by NCC’s/Nottinghamshire Education Safeguarding team. 	<p><i>Our staff induction process will cover:</i></p> <ul style="list-style-type: none"> • <i>The Safeguarding & Child Protection policy</i> • <i>The Behaviour Policy</i> • <i>The Staff Behaviour Policy (sometimes called a Code of Conduct)</i> • <i>The safeguarding response to children who go missing from education</i> • <i>The role of the DSL (including the identity of the DSL and any deputies)</i> <p><i>Copies of policies and a copy of part one of KSCiE is provided to staff at induction.</i></p> <p><i>We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.</i></p>

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<p>11.0 The use of reasonable force</p> <p>There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people.</p> <p>The term ‘reasonable force’ covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain young people.</p> <p>This can range from guiding a young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.</p> <p>‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.</p> <p>Government advice for ‘Use of Reasonable Force in Schools’ and Alternative Provision is available here.</p>	<p><i>This means in FAST FORWARD:</i></p> <p><i>By planning positive and proactive behaviour support, the occurrence of challenging behaviour and the need to use reasonable force will reduce.</i></p> <p><i>We will write individual behaviour plans for our more vulnerable young people and agree them with parents and carers.</i></p> <p><i>We will not have a ‘no contact’ policy as this could leave our staff unable to fully support and protect their pupils and students.</i></p> <p><i>When using reasonable force in response to risks presented by incidents involving young people including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.</i></p>
<p>12.0 FAST FORWARD’S role in the prevention of abuse</p> <p>This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that students:</p> <ul style="list-style-type: none"> ● are treated with respect and dignity ● are taught to treat each other with respect ● feel safe ● have a voice and are listened to <p>Safeguarding issues, including online safety, child on child-abuse, sexual harassment and extra familial harm (multiple harms) will be addressed through the curriculum in an age-appropriate way.</p>	<p><i>This means that if FAST FORWARD:</i></p> <p><i>All staff will be made aware of FAST FORWARD’s unauthorised absence and children missing from education procedures. Detailed KCSiE 2022 referenced – FAST FORWARD Children Missing in Education Policy.</i></p> <p><i>We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.</i></p> <p><i>All our policies which address issues of power and potential harm will be inter-linked to ensure a whole FAST FORWARD’S approach.</i></p> <p><i>We recognise the particular vulnerability of children who have a social worker.</i></p>
<p>13.0 Safeguarding students who are vulnerable to radicalisation</p>	<p><i>This means that in FAST FORWARD:</i></p> <p><i>We value freedom of speech and the expression of beliefs and ideology as</i></p>

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From 1st July 2015, all schools are subject to the Prevent Duty and must have 'due regard to the need to prevent people being drawn into terrorism' (section 26, Counter Terrorism and Security Act 2015)

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.

Definitions of radicalisation, terrorism and extremism, and indicators of vulnerability to radicalisation are in *Appendix 4*.

14.1 Risk reduction

The school governors/trustees, Director (Steve Lee) and the DSL will assess the level of risk within the provision and put actions in place to reduce that risk. SEND policy, integration students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open-source due diligence checks will be undertaken on all external speakers invited to FAST FORWARD.

The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in *Appendix 5*

FAST FOWARD will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff.

FAST FORWARD has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

14.2 Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Nottinghamshire/NCC Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and

fundamental rights underpinning our society's values.

Students and tutors have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

We are clear that exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of FAST FORWARDS' safeguarding duty.

*The (Single Point of Contact) SPOC for FAST FORWARD is:
Name: **STEVE LEE***

All staff within FAST FORWARD will be on alert to changes in a young person's behaviour or attitude which could indicate that they are in need of help or protection.

FAST FORWARD will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation.

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- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on **The Prevent Duty**.

15.0 Pupils/students who are vulnerable to exploitation, trafficking, or so-called ‘honour-based’ abuse (including female genital mutilation and forced marriage)

With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a staff member at FAST FORWARD suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged 18 or under, that the staff member has a statutory duty to report it to the Police. Inform the Director of your actions log the necessary paperwork within FAST FORWARD to liaise with Multi-Agencies and Safeguarding.

Failure to report such cases will result in disciplinary action.

The Director/Member of Staff will also discuss the situation with the DSL who will consult NCC/Nottinghamshire Representative before a decision is made as to whether the mandatory reporting duty applies.

This means that in FAST FORWARD we ensure:

Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;

- *Forced marriage*
- *FGM*
- *Honour based abuse*
- *Trafficking*
- *Criminal exploitation and gang affiliation*

Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age-appropriate way, in their lesson plans.

The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)

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<p>16.0 Children missing education</p> <p>A child going missing and/or patterns of unauthorised absence, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.</p> <p>Work around attendance and children missing from education will be coordinated with safeguarding interventions. FAST FORWARD offers a reengagement programme and part time curriculum to enhance attendance with Nottinghamshire/NCC schools and an interest for their learning to support their curriculums and targets from Mult-Agency Meetings. Individual Learning Plans and Behaviour Plans of the Learner.</p> <p>FAST FORWARD must notify the local authority of any student who has been absent without the partner school's permission and the parents' consent; for a continuous period of 5 days or more after making reasonable enquiries</p> <p>FAST FORWARD (regardless of designation) must also notify the local authority of any student who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Pupil Registration) (England) Regulations 2016 amendments</p>	<p><i>This means that in FAST FORWARD we will:</i></p> <p><i>Processes displayed for Staff to Adhere to. A detailed KCSiE 2022 Children Missing in Education has been updated and implemented due to location of Provision in NCC and nature of the client group that FAST FORWARD work with.</i></p> <p><i>Hold two or more emergency contact numbers for each pupil.</i></p> <p><i>Follow and adhere to Data Protection Concerns of a child, GDPR 2022. Updates referenced in FAST FORWARD Policy.</i></p> <p><i>Ensure all our attendance work liaises closely with the DSL/DPO.</i></p> <p><i>Adapt our attendance monitoring on an individual basis to ensure the safety of each young person at FAST FORWARD.</i></p> <p><i>Demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of students that would be considered 'missing'.</i></p> <p><i>Work closely with the School Admissions Service, Education Legal Intervention Team, https://www.nottinghamcity.gov.uk/information-for-residents/education... CME Team</i></p>
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<p>17.0 Child on child abuse</p> <p>The KCSiE guidance requires that additional information about <u>child-on-child</u> abuse should be included in schools' and colleges' child protection policies, including para; 156-bulletpoint 6 "a statement which makes clear there should be a zero-tolerance approach to abuse,"</p> <p>It is important that schools and colleges/alternative provisions can recognise that children are capable of abusing their peers, and that this abuse can include bullying, physical abuse, sharing nudes and semi-nudes, initiation/hazing, upskirting, sexual violence and harassment.</p> <p>Paragraph 465 of KCSiE includes links that may be useful to schools when dealing with sexual violence and sexual harassment including when it occurs online.</p>	<p><i>This means that in our FAST FORWARD:</i></p> <p><i>All staff will receive training on child-on-child abuse.</i></p> <p><i>We will adopt the 'whole provision approach' to tackling sexism.</i></p> <p><i>We fully understand that even if there are no reports of child-on-child abuse in school it may be happening. As such all our staff and ` are supported to:</i></p> <ul style="list-style-type: none"> ● <i>be alert to child-on-child abuse (including sexual harassment);</i> ● <i>understand how FAST FORWARD views and responds to child-on-child abuse</i> ● <i>stay safe and be confident that reports of such abuse will be taken seriously.</i>
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The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

FAST FORWARD's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance. It should be recognised that there is a gendered nature to child-on-child abuse i.e., that it is more likely that girls will be victims and boys' perpetrators.

FAST FORWARD should recognise the impact of sexual violence and the fact young people can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Assault by penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina, anus or mouth of another person (B) with a part of her/his body or anything else, the penetration is sexual, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, (B) does not consent to the touching and (A) does not reasonably believe that (B) consents.

We will ensure that young people have access to a trusted adult with whom they can be open within a safe space where they can share their concerns. We will help them to understand that the law on child-on-child abuse is there to protect them rather than criminalise them

We will not tolerate instances of child-on-child abuse and will not pass it off as "banter", or "part of growing up".

We will recognise that "child on child abuse" can occur between and across different age ranges.

We will follow both national and local guidance and policies to support any young people subject to child-on-child abuse.

We will follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools.

We will work with statutory safeguarding partners to implement local arrangements for Early Help Assessment and ensure our DSL is familiar with the process.

In assessing and responding to harmful sexualised behaviour, we will follow the local good practice guidance to enable provision of effective support to any young person affected by this type of abuse.

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<p>18.0 Criminal exploitation</p> <p>Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.</p> <p>This means that in FAST FORWARD we will: Working with other multi-Agencies and taking advice from guidelines and actions.</p> <p>Notice and listen to young people showing signs of being drawn in to anti-social or criminal behaviour, use the risk assessment screening tool and government guidance to support our referrals to CASS (Children Advice and Support Services) for any children in FAST FORWARD we are concerned about.</p>	<p><i>Criminal Exploitation of children and vulnerable adults: County Lines guidance (publishing.service.gov.uk)</i> https://documents.nottinghamcity.gov.uk/download/6217</p> <p><i>Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within FAST FORWARD and the local communities.</i></p>
<p>19.0 Domestic Abuse</p> <p>KCSiE states that Domestic Abuse can encompass a wide range of behaviours and may be a single or a pattern of incidents. Children can be victims of abuse by seeing, hearing or experiencing the effects of abuse at home. They may also experience domestic abuse in their own intimate relationships.</p>	<p><i>This means that in FAST FORWARD we will:</i></p> <p><i>Sign up if concerns by Director, Steve Lee to Operation Encompass to receive notices of domestic abuse and swiftly act to support the child.</i></p>

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Part Two: Key procedures

Responding to concerns about a child

In FAST FORWARD
Our DSL(s) are **STEVE LEE/CHRIS GOSS**

CONCERN ABOUT A CHILD:
Speak to Designated Safeguarding Lead (DSL) if urgent.
Record in writing on
Notice of Concern Form and hand to DSL

DSL(s) review concerns and decide next steps referring to Right Help Right Time (RHRT)
Consider discussing concerns with parent / carers and seek consent where appropriate.
Consider completing Early Help Assessment (EHA).

Record on Electronic recording system or in writing on. Notice of Concern Form.
Speak to designated safeguarding lead if urgent.

At any point consider seeking advice:
Early Help Locality Teams
Children's Advice Support Service (CASS) <http://www.calhasttdom.nuffd.com>
<https://www.nottinghamcity.gov.uk/childrens-services/>
In case of emergency phone police on 999

Record on Electronic recording system or in writing on. Notice of Concern Form.
Speak to designated safeguarding lead if urgent. Diagram

Completed 1
Consider with early help process using the CMA as appropriate

Completed 2
Consider with early help process using the EHA and complete a "Notice of Concern Form" or "Request for Support Form"

Completed 3
Request for support submitted to CASS for a multi-agency strategy discussion

Record on Electronic recording system or in writing on. Notice of Concern Form. Speak to designated safeguarding lead if urgent.

Record on Electronic recording system or in writing on. Notice of Concern Form. Speak to designated safeguarding lead if urgent.

Record on Electronic recording system or in writing on. Notice of Concern Form. Speak to designated safeguarding lead if urgent.

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20.0 Involving parents/carers

20.1 In general, we will discuss any safeguarding or child protection concerns with parents/carers before approaching other schools/ap's or agencies and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.

However, there may be occasions when FAST FORWARD will contact another school or agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

20.2 Parents/carers will be informed about our Safeguarding & Child Protection Policy through FAST FORWARD prospectus, website, newsletter, via request. etc.

21.0 Multi-agency work

21.1 We work in partnership with other agencies to promote the best interests of our young people and keep them as a top priority in all decisions and actions that affect them. FAST FORWARD and partnerships will, where necessary, liaise with these agencies to implement or contribute to an Early Help Assessment and Our Family Plan and make requests for support from Children's Agencies. These requests will be made by the DSL to the LEA Designated Key Worker, Children's Advice and Support Service (CASS) or Early Help Locality Teams. Where the young person already has a safeguarding social worker or family support worker, concerns around escalation of risks must be reported immediately to the social/ family support worker, or in their absence, to their team manager.

21.2 When invited, the FAST FORWARD DSL will participate in a MASH strategy meeting when requested for, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the **young person** are met.

21.3 We will co-operate with any child protection enquiries conducted by NCC and Nottinghamshire, FAST FORWARD will ensure representation at appropriate inter-agency meetings.

21.4 We will provide reports as required for these meetings. If FAST FORWARD is unable to attend, a written report, DPO to send encrypted and will be sent and shared with those who request the information at least 24 hours, in line with the prior to the meeting and will plan for DSL to attend if necessary. Liaise with the Partnership School and those designated Key Workers.

21.5 Where a student is subject to an inter-agency Child Protection Plan or a multi-agency risk assessment conference (MARAC) meeting, FAST FORWARD/school will contribute to the preparation, implementation and review of the plan as appropriate.

22.0 Our role in supporting children

22.1 FAST FORWARD staff will offer appropriate support to individual students who have experienced abuse, who have abused others (child on child abuse) or who act as Young Carers in their home situation. FAST FORWARD's contribution to the Local Domestic Abuse Prevention Strategy 2018-2023 will be through the adoption and implementation of Operation Encompass and COSS.

22.2 FAST FORWARD will support any Our Family Plan that will be devised, implemented and reviewed regularly for these students. This Plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the Plan will be kept in the child's safeguarding record and shared with FAST FORWARD if deemed needed.

22.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within FAST FORWARD community through a multi-agency risk assessment. Within FAST FORWARD we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

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22.4 We will ensure that FAST FORWARD in partnership with parents/carers/schools and other agencies as appropriate.

23.0 Responding to an allegations/concerns raised about a member of staff, including supply teachers, other staff, volunteers and contractors

See also NCC/Nottinghamshire Safeguarding Children Partnership procedures on allegations to staff and students.

23.1 This procedure must be used in any case in which it is alleged that a member of FAST FORWARD staff, Governor/Trustee, visiting professional or volunteer has:

- Behaved in a way that has harmed a young person or may have harmed a young person;
- Possibly committed a criminal offence against or related to a young person; or
- Behaved in a way that indicates s/he may not be suitable to work with young people.
- Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children.
- Behaved, in a way that indicates they may not be suitable to work with children.

23.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse **students**. In FAST FORWARD we also recognise that concerns may be apparent before an allegation is made.

23.3 FAST FORWARD's low-level concerns policy provides a clear procedure for sharing confidentially such concerns.

23.4 All staff working within our provision must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

23.4.1 Allegations or concerns about staff, colleagues and visitors (recognising that schools hold the responsibility to fully explore concerns about supply staff) must be reported directly to the Director; Steve Lee who will liaise with the NCC/Nottinghamshire Designated Officer (LADO) Team who will decide on any action required.

23.4.2 If the concern relates to the Director, it must be reported immediately to the NCC Council and report through their complaints procedures.

23.4.3 If the safeguarding concern relates to the proprietor of the setting, then the concern must be made directly to the NCC/Nottinghamshire Designated Officer (LADO) Team who will decide on any action required.

24.0 Children with additional needs

24.1 FAST FORWARD recognises that all students have a right to be safe. Some students may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

24.2 When FAST FORWARD is considering excluding, either for a fixed term or permanently, a vulnerable child/student or one who is the subject of a Child Protection Plan, or where there is an existing child protection file, we will conduct a holistic multi-agency risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the governing body/trusteeship.

25.0 Children in specific circumstances

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25.1 Private Fostering

25.1.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of Children's Agency) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

25.1.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step-parent.

25.1.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children/young people who need alternative care because of parental illness;
- Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children/young people;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children/young people staying with families while attending a school away from their home area.

25.1.4 There is a mandatory duty on the school to inform NCC/Nottinghamshire Children's Agencies of a private fostering arrangement - this is done by contacting CASS. Children's Advice Support Service (CASS) <https://www.cafcass.gov.uk/contact-us> <https://www.nottinghamcity.gov.uk/childrenandfamilies>. They will then have a duty to check that the child/young person is being properly cared for and that the arrangement is satisfactory.

26.0 Links to additional information about safeguarding issues and forms of abuse

26.1 Staff who work directly with children/young people, and their leadership team should refer to this information

26.2 Guidance on children in specific circumstances found in Annex A of KCSiE (latest version) and additional resources as listed below:

Issue	Guidance	Source
Abuse	Safeguarding Guidance https://www.nottinghamshire.gov.uk/care/safeguarding/policies https://www.nottinghamcity.gov.uk/childrenandfamilies https://www.cafcass.gov.uk/contact-us	NCC/Nottinghamshire Safeguarding Children Procedures Government website
Child on child abuse	https://www.nottinghamcity.gov.uk/childabuse	NCC/Nottinghamshire Safeguarding Children Procedures Government website
Children and the Courts	<u>Young witness booklet age 5-11</u>	Ministry of Justice (MoJ) advice

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	<u>Young witness booklet age 12-17</u>	
Missing from Education, Home or Care	https://www.nottinghamshire.gov.uk/education/for-schools/fair-access . https://nscp.nottinghamshire.gov.uk/media/icsnq5s2/children_missin... <u>Working together to improve school attendance</u> (publishing.service.gov.uk)	NCC/Nottinghamshire hire Safeguarding Children Procedures Government website Gov.co.uk Education
Family Members in Prison	<u>Family members in prison</u>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS)
Drugs	<u>PSYCHOACTIVE SUBSTANCES policeandschools.org.uk</u> <u>ALCOHOL policeandschools.org.uk</u>	Nottinghamshire/ NCC Police and Schools Panels
Domestic Abuse	<u>www.nottinghamcdp.co.uk/domestic-abuse-and-sexual-violence</u>	NCC/Nottinghamshire hire Safeguarding Children Procedures Government website Gov.co.uk Education
Child Exploitation	<u>Criminal Exploitation and Gang Affiliation Practice Guidance</u> https://proceduresonline.com/trixcms1/media/2662/criminal-exploita... · PDF file Criminal Exploitation and Gang Affiliation. Practice Guidance. ... Crime Strategy (2018) a https://www.nottinghamcity.gov.uk/information-for-residents/children... The Nottingham City Safeguarding Children Partnership (NCSCP) and the Nottinghamshire Safeguarding Children Partnership (NSCP) have joint safeguarding children's procedures	NCC/Nottinghamshire hire Safeguarding Children Procedures Government website Gov.co.uk Education
Homelessness	<u>Government Homelessness publication</u>	HCLG
Health & Wellbeing	<u>Self-Harm and Suicide</u> https://www.nottinghamshire.gov.uk/.../suicide-awareness https://nottinghamshirescb.proceduresonline.com/p_self_harm_suicidal.html https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/...	NCC/Nottinghamshire hire Safeguarding Children Procedures Government website Gov.co.uk Education
Online	<u>Searching, screening and confiscation (policeandschools.org.uk)</u> <u>Teaching online safety in school</u>	Nottinghamshire/ NCC Police and Schools Panels

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		NCC/Nottinghamshire Safeguarding Children Procedures Government website Gov.co.uk Education DfE
Private Fostering	<u>Information on private fostering and how to report it</u> https://www.nottinghamshire.gov.uk/care/fostering/private-fostering	NCC-Nottinghamshire hire
Radicalisation	Radicalisation and Extremism https://proceduresonline.com/nottinghamshire/ch/p_violent_extrem.html	Procedures NCC/Nottinghamshire Safeguarding Children Procedures Government website Gov.co.uk Education DfE
Violence	https://www.nottsvru.co.uk	NCC/Nottinghamshire Safeguarding Children Procedures NCC/Nottinghamshire Education Safeguarding Nottingham/ NCC Police and Schools Panels

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Part 3: Quality Assurance, Learning from Cases and Continuous Improvement

<p>26.0 Quality assurance</p> <p>Quality assurance is about assessing the quality of the work we undertake in safeguarding children and understanding the impact of this work in terms of its effectiveness in helping children and young people feel safe.</p> <ul style="list-style-type: none"> • This Quality Assurance Framework is aimed at: Ensuring that data and quality assurance outputs are regularly reviewed through s.175/157 audits and related governance and challenge arrangements. • Ensuring that the safeguarding data schools generate is of good quality and contributes to a culture of continuous learning and improvement whereby key learning is embedded into practice, policies and guidance (see Appendix 7). 	<p><i>This means that FAST FORWARD:</i></p> <p><i>We will complete the s175/157 audits on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements.</i></p> <p><i>We will contribute quality data to inform multi-agency audits and practice reviews.</i></p> <p><i>We will participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better.</i></p> <p><i>Safeguarding leads will not only assess, plan, do and review plans but also regularly audit the quality of these against the agreed quality assurance framework:</i></p> <ol style="list-style-type: none"> <i>1. How much did we do? (Numbers)</i> <i>2. How well did we do it? (Whole provision; File and themed audits, partner agency, pupil/parent feedback)</i> <i>3. Are there opportunities to learn and improve? (Could Do Better Still; reflective-learning case studies; local Safeguarding-Practice-Reviews, complaints; inspections)</i> <i>4. Is anyone better off? (Impact)</i>
<p>26.1 Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews</p> <p>We will ensure that the DSL updates all staff at least annually about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews.</p> <p>We will collaborate with NCC/Nottinghamshire Safeguarding Children Partnership to share information.</p>	<p><i>This means that in FAST FORWARD:</i></p> <p><i>Senior leaders will analyse safeguarding data and practice to ensure that all staff receive updates about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews at least once per year.</i></p> <p><i>Where a case is relevant to our provision, we will ensure that we fully support Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews with all necessary information and implement the resulting actions and learning.</i></p>

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Appendices

Appendix 1

Definitions and indicators of abuse

1. Neglect

Neglect is 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 caregivers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger
- Stealing, scavenging and/or hoarding food
- Frequent tiredness or listlessness
- Frequently dirty or unkempt
- Often poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is regularly not collected or received from school
- The child is left at home alone or with inappropriate carers

2. Physical abuse

Physical abuse 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape
- Bruises that carry an imprint, such as a hand or a belt
- Bite marks
- Round burn marks
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks.
- An injury that is not consistent with the account given

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- Changing or different accounts of how an injury occurred
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

3. Sexual abuse

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 rape and/or penetration 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.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusual compliance
- Regressive behaviour, enuresis, soiling
- Frequent or openly masturbating, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises or scratches in the genital area

4. Sexual exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Birmingham Children’s Trust. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving vehicles driven by unknown adults
- Possessing unexplained amounts of money, expensive clothes or other items
- Frequenting areas known for risky activities

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- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast-food outlets.
- Missing for periods of time (CSE and county lines)

5. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people 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/young person 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 the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

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6. Responses from parents/carers

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home; or
- Violence between adults in the household
- Evidence of coercion and control.

7. Disabled children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

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Appendix 2

Dealing with a disclosure of abuse

When a pupil tells me about abuse, they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury but record in writing as much detail as possible.

NB

It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful

Immediately after a disclosure

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to NCC/Nottinghamshire/School without delay, by the **Director and** DSL or in exceptional circumstances by the staff member who has raised the concern.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a student who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Director.

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Appendix 3

Allegations about a member of staff, governor or volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example, failing to act to protect children/young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example, using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, Director, visitor or volunteer the Director must be informed immediately. The Director must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Director not carry out the investigation him/herself or interview pupils. However, they should ensure that all investigations including for supply staff are completed appropriately.
3. The Director should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the **Director** will notify Designated Officer (LADO) Team¹ The LADO Team will liaise with the NCC to advise about action to be taken and may initiate internal referrals within NCC/Nottinghamshire to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
 - If the Director decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file. The allegation should be removed from personnel records.
4. Where an allegation has been made against the Director/Proprietor, then the LADO Team in determining the appropriate way forward.
5. Where the allegation is against the sole proprietor, the referral should be made to the LADO Team directly.

¹ In other authorities the LADO service is referred to as the Position of Trust Team (POT)

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Appendix 4

Indicators of vulnerability to radicalisation

1. Radicalisation is defined in KCSiE 2022 as:
The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
2. Extremism is defined by the government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
 - or
 - Foster hatred which might lead to inter-community violence in the UK.
4. KCSiE 2022 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no such thing as a “typical extremist”. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff can recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - **Identity crisis** - the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
 - **Personal crisis** - the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
 - **Personal circumstances** - migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
 - **Unmet aspirations** - the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
 - **Experiences of criminality** - which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
 - **Special educational need** - students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.



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7. This list is not exhaustive, nor does it mean that all children/young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters
 - Family members convicted of a terrorism act or subject to a Channel intervention
 - Accessing violent extremist websites, especially those with a social networking element
 - Possessing or accessing violent extremist literature
 - Using extremist narratives and a global ideology to explain personal disadvantage
 - Justifying the use of violence to solve societal issues
 - Joining or seeking to join extremist organisations
 - Significant changes to appearance and/or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

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Appendix 5

Preventing violent extremism -

Roles and responsibilities of the Single Point of Contact (SPOC)

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which led to terrorism;
- Raising awareness about the role and responsibilities of FAST FORWARD in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information in relation to referrals of vulnerable students/pupils into the Channel² process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel co-ordinator; and sharing any relevant additional information in a timely manner.

² Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

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Appendix 6

Emergency planning and response for education, childcare, and children's social care settings (publishing.service.gov.uk)

Security-related incidents in schools and colleges

A school/college's security policy should complement their safeguarding policy, particularly where it puts in place measures to protect students; and address the threat of serious violence. It should form part of your suite of policies to ensure the health, safety and well-being of students and staff including in relation to the online environment.

Vulnerable Children and Young People

In all circumstances, **vulnerable children** and young people should be prioritised for continued face-to-face education and childcare. Schools must have regard to the statutory safeguarding guidance when taking any emergency and risk management actions, and should refer to the now updated and update safeguarding procedures in line with DfE updates:

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children - GOV.UK (www.gov.uk)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Early years foundation stage (EYFS) statutory framework

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

It is important that early year's settings, schools (including mainstream and specialist settings) and further education providers put in place systems to keep in contact with vulnerable children and young people if they are not attending, particularly if they have a social worker. This includes:

- notifying their social worker (if they have one) and, for looked-after children, the local authority virtual school head
- agreeing with the social worker the best way to maintain contact and offer support
- keeping in contact with vulnerable children and young people to check their wellbeing and refer onto other services if additional support is needed

Safeguarding Partners and designated safeguarding leads

Schools, including maintained nursery schools, and colleges must continue to have regard to statutory safeguarding guidance **Keeping children safe in education**, and they will have a trained designated safeguarding lead (DSL) (or deputy) available on site. In cases where there may be operational challenges, 2 options to consider are:

- a trained DSL (or deputy) from the setting can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other settings, schools or FE providers (who should be available to be contacted via phone or online video)

Where a trained DSL (or deputy) is not on-site, in addition to one of the 2 options, a senior leader should take responsibility for co-ordinating safeguarding on site.

Remote Education: keeping children safe online - All schools and colleges should continue to consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school's or college's staff behaviour policy (sometimes known as a

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code of conduct) should be followed. This policy should amongst other things include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools and colleges should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely online. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the **guidance for safer working practice for those working with children and young people in education settings** published by the Safer Recruitment Consortium may help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

Schools and colleges should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age-appropriate practical support from the likes of:

- **Childline** - for support
- **UK Safer Internet Centre** - to report and remove harmful online content
- **CEOP** - for advice on making a report about online abuse

Schools and colleges are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- **Think know** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parent zone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Child net** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their

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digital world.

- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- **Let's Talk About It** has advice for parents and carers to keep children safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:

- **Guide for parents and carers child online safety** includes security and privacy settings, blocking unsuitable content, and parental controls.

The department encourages schools and colleges to share this support with parents and carers.

Appendix 7

Key changes to KCSiE 2023-2024 – Safeguarding reviews.

1. Attachment A

Time constraints added to pupil data transfer

On page 32, paragraph 121, new text has been added to include a definitive timeframe for the transfer of files for when children leave the school.

Specifically, the new guidance states:

“Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives.” [Our emphasis]

2. The need for pupils to have an ‘appropriate adult’ during police investigations

In the annexed information at the end of KCSiE, on page 162, under the subheading “working with others”, a small but crucial change has been made to one of the bullet points.

“[DSLs should] ...liaise with the headteacher or principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.” [Our emphasis]

3. Online checks for new staff

As expected from the consultation, the new KCSiE includes recommendations for potential new staff to be subject to a “digital screening” process prior to interview. On page 53, paragraph 220, the instruction reads:

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“As part of the shortlisting process, schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.”

4. All governors to receive safeguarding training

On page 23, in the section titled: “Part two: The management of safeguarding”, a new paragraph appears on the responsibility for governors to receive safeguarding training.

“Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction.

This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.”

5. More detail on the effects of domestic abuse

On page 14, under “safeguarding issues”, a new paragraph appears titled “domestic abuse”, where more information has been included on what kind of impact victims of domestic abuse might experience:

“Domestic abuse...can [be] psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.”

On page 10, another addition has been made to “indicators of abuse and neglect” where more text has been included. It now says:

“Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.”

These changes reflect the general increased awareness of the wider impact of domestic abuse, and come at a time following the pandemic when, according to the [Office for National Statistics](#), domestic abuse victim services saw “an increase in demand”, particularly as lockdown measures eased.

6. ‘Peer-on-peer’ wording changed to ‘child-on-child’

As expected, throughout the guidance, changes have been made so that references to “peer-on-peer” abuse are replaced with “child-on-child” abuse.

Schools should ensure that any policies they have that refer to “peer-on-peer” abuse are updated to “child-on-child” to reflect the new KCSIE guidance.

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7. New focus on 'early intervention'

What was previously referred to as "early help" in the 2021 KCSIE guidance has now been renamed "early help assessment".

In addition to this, there has also been a restructuring of section two "Concerns and/or allegations that do not meet the harm threshold", on page 98.

In this new structure, a paragraph (422) has been added that includes the instruction for schools to have policies and processes to deal with "[A]ny concerns (including allegations) which do not meet the harm threshold, referred to in this guidance as 'low-level' concerns".

These additions and changes indicate a closer focus on record keeping around low-level concerns, and schools should ensure that this closer focus on early intervention is included in their safeguarding training for all staff.

8. Prevent update

Under the "opportunities to teach safeguarding" section on page 33, a paragraph has been included describing how the new relationship and sexual health education (RSHE) curriculum will help schools prepare students for life in modern Britain.

Specifically, the new text explains why the RSHE curriculum will help with the school's "crucial" role in preventative education, on a raft of issues covered under the following text:

"Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment... These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum."

As well as this extra information, there is also a new link to [Educate Against Hate](#), where signs of radicalisation are shared, which are intended to help teachers inform themselves how to spot a pupil who may be becoming radicalised.

9. Human Rights and Equality Act reminders

Another notable change to the KCSIE is found in sections 82-93, in which the states: "Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010 22, (including the Public Sector Equality Duty 23), and their local multi-agency safeguarding arrangements."

The following paragraphs then detail the specific elements of these laws that schools should be mindful of, underlining just how far-reaching safeguarding is within a school.

10. New resources added

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Finally, as well as providing guidance on safeguarding, KCSIE contains a number of links to resources for schools to use when training their staff, along with teaching resources for use with pupils. This year, several new resources have been added to the document. Adele Meek 1st September 2023 – 31st August 2024

Appendix 8

Key changes to KCSiE 2024 – Safeguarding & Keeping Children Safe In Education (2024).

Safer Recruitment for individuals who have lived or worked outside the UK

The following line has been removed from paragraph 286: 'applicants [who have lived or worked outside the UK] can also contact the UK Centre for Professional Qualifications who will signpost them to the appropriate EEA regulatory body'.

This has been removed because the 'UK Centre for Professional Qualifications' no longer provide an advisory service on behalf of the UK Government in regard to regulated professions and recognition of professional qualifications.

Definition of Safeguarding

The definition of safeguarding has been updated to 'reflect' the changes to the definition in Working Together to Safeguard Children that was updated in December 2023.

Keeping Children Safe in Education (2024) Definition

The new definition in KCSIE (2024) paragraph 3 is as follows (new wording in bold):

"Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- **providing help and support to meet the needs of children as soon as problems emerge**
- protecting children from maltreatment, **whether that is within or outside the home, including online**
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes"

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Working Together to Safeguarding Children Definition

For information, the full definition in Working Together to Safeguard Children (December 2023) is as follows (wording not used in KCSIE is struck out):

"Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- *providing help and support to meet the needs of children as soon as problems emerge*
- *protecting children from maltreatment, whether that is within or outside the home, including online*
- *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*
- ~~*promoting the upbringing of children with their birth parents, or otherwise their family network⁴ through a kinship care arrangement, whenever possible and where this is in the best interests of the children*~~
- ~~*taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework"*~~

Scott Ballam 31st August 2024 – 31st August 2025