



SAFEGUARDING AND CHILD PROTECTION PROCEDURES PART 2 SEPT 25

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Our School

Our Context

These procedures should be read in conjunction with other relevant policies.

Bracken Hill is a Nottinghamshire special school, for pupils aged 4-18. There are currently 175 pupils on roll. We provide education for pupils with a diverse range of special educational needs. All pupils have an Education Health Care Plan. Pupils are largely taught in key stage classes from Foundation 1 to Year 13 following curriculum pathways appropriate to their specific learning needs. We are part of Esteem Multi Academy Trust.

At Bracken Hill School we strive to:

- Protect children from maltreatment.
- Prevent impairment of our children's mental and physical health or development.
- Ensure that our children grow up in circumstances consistent with the provisions of safe and effective care.
- Take action to enable ALL children to have the best outcomes.

This policy provides guidance to all adults working within the school, whether paid or voluntary or directly employed by the school or a third party and should be read in conjunction with the documents - Keeping Children Safe in Education 2024 and Working Together to Safeguard Children 2023. This policy is available on our website and is available on request from the main office. We will also inform parents/carers about this policy when their children join our school.

- This policy will be reviewed in full by the Governing Body on an annual basis or sooner should legislation/guidance change.
- This policy sets out how the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this setting/school/college. Our policy applies to all staff; paid and unpaid, working in the school, including Governors.
- The policy is provided to all staff (including temporary staff, supply staff and volunteers) at the point of induction, alongside our Staff code of conduct policy.
- Our Governing Body, working with the senior leadership team and especially our Designated Safeguarding Lead (DSL), ensure that those staff who do not work directly with children will read at least Part 1 or Annex A (condensed version of Part 1) of the KCSiE 2024 guidance.
- All staff who work directly with children, are provided with, and have read at least Part One of Keeping Children Safe in Education 2024.
- The school follows the Nottinghamshire Safeguarding Children's Board policies and procedures.

These procedures should be read in conjunction with other relevant policies.

At Bracken Hill School, all staff and visitors sign in using InVentry. For educational visitors who are attending our setting in a professional capacity we will check ID and assure ourselves, if appropriate, that the visitor has had the appropriate DBS check. (or the visitor's employers have confirmed that their staff have appropriate checks). We recognise that external organisations can provide a varied and useful range of information, resources and speakers that can help schools and colleges enrich children's education, we will carefully consider the suitability of any external organisations.

We will ensure that where individuals come onto our premises that we consider the following:

- assessing the education value,
- the age appropriateness of what is going to be delivered and

- whether relevant checks will be required. This will form part of the risk assessment including our professional judgement and we will consider whether to seek an enhanced DBS for any volunteer not engaging in regulated activity.

In doing so, we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments, or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be advised, and suitability recorded.
- Whether the role is eligible for an enhanced DBS check.
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSIE 2024.

We have clear visitor’s procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school. All incidents of challenging behaviour are recorded on Behaviour Watch. Bracken Hill School follows the principles set by Team Teach. It is the intent of Team Teach to minimise the use of physical interventions and to emphasise the use of proactive behavioural support strategies based upon an individual’s needs, characteristics and preferences. This informs our everyday practice. More information on this can be found on in our Behaviour, Exclusions and Anti Bullying Policy.

Our Pupils, Our Families and Our Community

Number of planned places	173
Number of pupils on roll	175
Number of pupils on Early Intervention places	0
Number of girls in school	50
Number of boys in school	125
Pupils with EAL	14
Pupils who receive pupil premium	56
Pupils who are Looked after Children	3
Pupils who are Post Looked after Children	3
Pupils who are adopted from care	2
Pupils who are under special guardianship	1
Pupils whose parents are in the forces	1
Pupils who are white British (largest ethnicity in school)	153
Pupils who are any other white background (next largest ethnicity in school)	6
Pupils who are in other ethnic groups	16
Pupils who have Autism Spectrum Condition	130
Pupils who have Severe Learning Difficulties	49
Pupils who have Moderate Learning Difficulties	84
Pupils who have Complex Learning Needs	13

We recognise that our pupils with special educational needs (SEN) or disabilities or certain health conditions may face additional safeguarding challenges and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

We offer extra pastoral support to our pupils.

We offer enhanced communication support to our pupils.

Any concerns of abuse involving pupils with SEND will require close liaison with the DSL/ DDSL and the SENCO.

We understand that some children will be more vulnerable, both online and offline, due to their individual needs and / or personal circumstances. We understand that some young people will require more support to keep themselves safe. We are all committed to providing the additional support, education, guidance or multi agency protection that these pupils need to be able to achieve and thrive.

We will ensure that we remain particularly alert to the potential need for additional support at any tier or threshold for a child who:

- › Is disabled
- › Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- › Is a young carer
- › Is bereaved
- › Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- › Is frequently missing/goes missing from education, care or home
- › Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- › Is at risk of being radicalised or exploited
- › Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- › Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- › Is misusing drugs or alcohol
- › Is suffering from mental ill health
- › Has returned home to their family from care
- › Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- › Is a privately fostered child
- › Has a parent or carer in custody or is affected by parental offending
- › Is missing education, or persistently absent from school, or not in receipt of full-time education
- › Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Recognising Abuse and Taking Action

Our Training and Our Support

We are all trained in recognising and responding to signs of abuse; training is bespoke to our role and responsibility. The DSL manages an annual safeguarding training and development calendar so that we receive updates / guidance and training throughout the year that ensures we are confident and competent to meet the needs of our pupils.

Safeguarding Training / Awareness	DSL / DDSL	School staff in regulated activity	Staff in non-regulated activity	Governors
Safeguarding and Child Protection	✓	✓	✓	✓
KCSIE updates	✓	✓	✓	✓
PREVENT	✓	✓	✓	✓
Online Safety	✓	✓		
FGM	✓	✓		
Private Fostering	✓	✓		
Safer Recruitment	✓			✓

Training Calendar

Name of training	Date
Level 1 Safeguarding Children and Protecting them from abuse & neglect	1.9.25
KCSIE Part 1	1.9.25
Safer Recruitment (for SLT)	TBC
Data Protection and GDPR	TBC
Online Safety for Education Settings	TBC
Prevent Duty (National College)	TBC
Understanding FGM (National College)	TBC
Fire Safety for Schools (National College)	TBC

We have a team of staff in our school who are trained to lead safeguarding across our school. The DSL or the DDSL will always be available on site. If we have concerns about a pupil or the conduct of a member of staff (both in school or outside of school) we always seek advice from the DSL or the DDSL. For more information on the role of the DSL and DDSL, please refer to Part 1 Esteem Safeguarding Policy

Our Safeguarding Team	Names	Contact Details
DSL	Kate Austin	kaustin@brackenhill.notts.sch.uk
DDSL	Richard Jackson	rjackson@brackenhill.notts.sch.uk
Link Governor	Amy Morrell	amorrell@brackenhill.notts.sch.uk
Link Trustee	Dawn Butler	

If the DSL or DDSL requires support or guidance, they can contact:

Role	Contact	Details
Esteem Head of Safeguarding and Early Help	Hannah Longley	hlongley@esteemmat.co.uk
Esteem Head of HR	Chloe Taylor	ctaylor@esteemmat.co.uk
FASST Senior Key Worker (Early Help)	Kelly Murray	kmurray@esteemmat.co.uk
Chair of LGB (if concerns are around the Head Teacher)	Amy Morrell	amorrell@brackenhill.notts.sch.uk
Local Safeguarding Advice Line		0115 9774247

Pupils with special educational needs, disabilities or health issues

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

We offer extra pastoral support for these pupils. This includes:

Add details of the pastoral support you offer these pupils, as well as the support you provide to help pupils overcome any communication barriers they face.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Our school and Esteem Multi Academy Trust recognises that supporting pupils and families who may be at risk can be challenging for the staff involved. The DSL (or DDSL) has access to regular Safeguarding Supervision and the Esteem DSL Network.

All staff can access support via Westfield Health.

Communicating and Working with Parents and Carers

Where appropriate, we will discuss any concerns about a pupil with their parents or carers. The DSL will normally do this in the event of concern or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the pupil, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them and understand their wishes in terms of what support they may need and how the report will be progressed.
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s).

If school have assessed that Early Help intervention would be appropriate for the pupil or for the family, this referral to Esteem FASST or Nottinghamshire Early Help will only be completed with consent. Parents and Carers do have the right to withdraw their consent at any point.

Recording and Reporting

For Staff

We will hold records in line with our Esteem Records Retention Policy.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, will be recorded on My Concern, including where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. If I am in any doubt about whether to record something, I will discuss it with the DSL / DDSL.

Records will include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

Photographs of children / injuries will not be taken by Esteem staff, except in exceptional circumstances and following a discussion with a member of the Esteem Education Team

Concerns, referrals and any other documents regarding safeguarding a pupil (including meeting minutes and reports) will be uploaded and stored in My Concern. This confidential information and will be held securely on My Concern and only available to those who have a right or professional need to see them.

Any non-confidential records will be readily accessible and available.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer.
- **The first 5 days** of the start of a new term.

In addition, if the concerns are significant or complex, and/or social care are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Bracken Hill School Uses My Concern to record all safeguarding concerns and subsequent actions taken and outcomes.

Please refer to the EMAT Retention Policy September 23

For Our Pupils

Where there is a safeguarding concern, I will take the pupil's wishes and feelings into account when reporting. The DSL will consider the pupils wishes and feelings when determining what action to take and what services to provide.

I recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

We are 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. They may feel embarrassed, humiliated or being threatened. This could be due to vulnerability, disability and/or sexual orientation or language barriers. This does not prevent ALL staff from having professional curiosity and speaking to the DSL if they have concerns about a child and our staff determine how best to build trusted relationships with children which facilitate this communication.

To achieve this, we will:

- Constantly reassure pupils that they have a voice, will be listened to and what they say will be taken seriously. They know that they will be supported and kept safe. They will never be given the impression that they are creating a problem by reporting abuse.
- Encourage the pupils to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never feel ashamed for making a report. Their views and wishes will inform any assessment and provision for them.

- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils by providing regular reminders of the ways they can report abuse through assemblies, PSHE lessons, child friendly posters in all areas of the school, the self-referral form and we also have a child friendly safeguarding policy which is given to and discussed with all children.

Children can report a concern to any adult in the school and this will be reported to the DSL/DDSL and recorded on MyConcern.

Our Safeguarding Procedures

If a Pupil is Suffering or Likely to Suffer Harm or is in Immediate Danger.

We will make a referral to children's social care and/or the police **immediately** if we believe a child is suffering or likely to suffer from harm or is in immediate danger.

Anyone can make a referral but our DSL and DDSL are trained to lead on referrals.

If I have made the referral directly and I am not the DSL or the DDSL, I will inform the DSL or DDSL immediately or as soon as possible.

We will ensure we follow the procedures for making a referral to Social Care as determined by Nottinghamshire Safeguarding Children's Board.

If a Pupil Makes a Disclosure to Me.

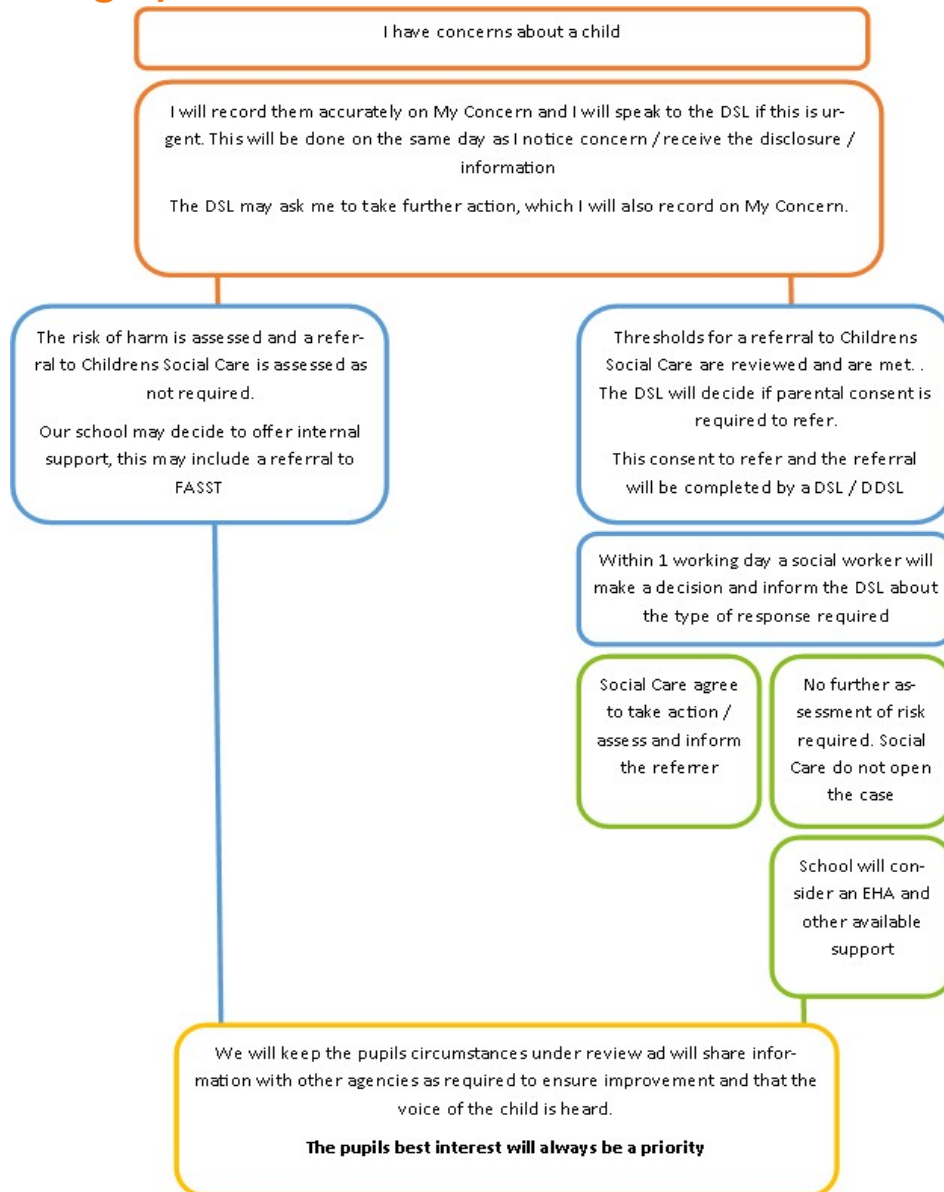
If a pupil discloses a safeguarding issue to me, I will:

- Listen to and believe them. I will allow them time to talk freely and will not ask leading questions.
- Stay calm and I won't show that I am shocked or upset.
- Tell the pupil they have done the right thing in telling me. I won't tell them they should have told me sooner.
- Explain what will happen next and that I will have to pass this information on. I will not promise to keep it a secret.
- Write up my conversation on My Concern as soon as possible on the day the information was received using the child's own words. I will stick to the facts, and I won't put my own judgement on it. I will ensure that my language is professional and cannot be misconstrued. I will record information as if it is going to be shared with external partners and parents / carers.
- Ensure that the DSL has received the report. Alternatively, if appropriate, I will make a referral to children's social care and/or the police directly and I will tell the DSL as soon as possible. Aside from these people, I will not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.
- I understand that some pupils may:
 - Not feel ready, or know how to tell someone that they are being abused, exploited or neglected.
 - Not recognise their experiences as harmful.
 - Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.
 - Not be able to disclose using verbal communication and need access to augmentative communication systems and staff trained.

- Communicate through their behaviour or require staff to recognise changes in their presentation, concentration and motivation.

None of this will stop me from having a ‘professional curiosity’ and speaking to the DSL if I have concerns about a child.

If I have Concerns About a Child (As Opposed to Believing A Child Is Suffering Or Likely to Suffer From Harm, or That They Are In Immediate Danger).



I will record my concern onto My Concern and I will speak to the DSL or DDSL to agree a course of action. I may be required to take low level actions and record this onto the My Concern system.

If in exceptional circumstances the DSL or the DDSL is not available, this will not delay appropriate action being taken. I will speak to a member of the senior leadership team and/or take advice from Esteem Head of Safeguarding, a Senior

Practitioner in the Esteem Family and Student Support Team and / or local authority children's social care. I know I can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

If I take any actions directly, including making a referral to children's local authority social care, I will always seek advice from Esteem MAT and I will share details with the DSL as soon as practically possible. If I make a referral directly, I will record the details on My Concern immediately. Any online or paper-based referral must be uploaded as a file onto My Concern.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will usually make the referral or will support me to do so. The DSL will refer to the local safeguarding partnership / board threshold document and will evidence their concerns using the descriptors published.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes and any discussions are accurately recorded on My Concern.

If the pupil's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Esteem FASST and Early Help Assessment (EHA)

Esteem FASST are our central Early Help Service. They have a tiered model of support that all pupils and families can access to ensure the right support at the right time.

Further information and referral forms can be found at www.fasst-esteem.co.uk

If an EHA is appropriate, the DSL will generally lead on either liaising with other agencies and setting up an inter-agency assessment or will make a referral to the Esteem FASST who will then lead as appropriate. I may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Specific Safeguarding Concerns.

We are trained to notice and to have professional curiosity.

We are supported to discuss our observations and our concerns with a DSL/ DDSL

We are encouraged to have confidence to challenge and think the unthinkable.

These indicators of abuse and the action we will consider are not an exhaustive list but are points for reflection and consideration. We are skilled at identifying indicators of abuse. We notice changes in behaviour, presentation, motivation and communication and we know what actions are required to promote a pupils wellbeing and to keep them safe.

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support us to do so.

If I make a referral directly, I tell the DSL immediately or as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Nottinghamshire Safeguarding Children Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies, and between agencies, provides a healthy approach to the work. This process will be kept as simple as possible and the aim will be to resolve difficulties at a professional practitioner level, wherever possible and always in a restorative way. We recognise that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the DSL/DDSL. If we believe that concerns regarding a child are not being addressed and outcomes are not improving, we understand the expectations that we will escalate our concerns in line with the Escalating for the right Outcome - Conflict Resolution and Professional Disagreement Policy 2025, until a satisfactory conclusion is reached. When we use professional challenge and/or the escalation process we will set out clearly what we want to achieve as a result of the challenge/escalation, what we expect to happen and the desired outcome

A pupil whose behaviour towards other pupils causes a safeguarding concern or where we have received an allegation of Child-on-Child Abuse (peer-on-peer where the young people are 18+)

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We have an attitude that child on child abuse can happen here.

We recognise that some groups of children are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk of child-on-child abuse. All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations or concerns that raise safeguarding concerns of harm or risk.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put pupils in the school at risk of harm.
- Is violent.
- Involves pupils being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex.
- Through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Online and face to face (both physically and verbally).

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

Managing allegations of child-on-child abuse (and peer-on-peer abuse where the young people are 18+)

When supporting victims, we will:

- Reassure that the law on child-on-child abuse is there to protect them, not criminalise them.
- Reassure that they are being taken seriously and that they will be supported and kept safe.
- Ensure that they are never given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting alleged perpetrators, the DSL will:

- Take the lead role in any disciplining of the alleged perpetrator(s).
- Provide support (or refer to a service to provide support) at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this.
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

When recording and reporting an allegation of abuse against another pupil we will:

- Record the allegation and inform the DSL immediately, but we will not investigate it.

The DSL will:

- Contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- Put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s).
- Contact the children and adolescent mental health services (CAMHS), if appropriate.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

- Lucy Faithfull Foundation's '[Shore Space](#)', which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours.

All staff at Bracken Hill School recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports of it. They understand the importance of the timely challenge of inappropriate behaviours between peers, many listed below, that are abusive in nature.

They are aware of the importance of: -

- Making clear that child-on-child abuse including sexual violence and sexual harassment, is never acceptable and that we have a zero-tolerance approach.
- Not dismissing this abuse as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- Challenging behaviours (potentially criminal in nature), such as physical and sexual assaults e.g. grabbing bottoms, breasts, and genitalia, flicking bras and the lifting up of skirts.

All staff know that if we do not challenge and support our children that this will lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We know that the initial response to a report from a child is vitally important. We do not want to miss that opportunity and so we reassure victims that their reports are being taken seriously and that they will be supported and kept safe. We never give victims the impression that they are creating a problem by reporting sexual violence or sexual harassment. We reassure victims that they should not feel ashamed for making a report. We have well promoted and easily understood systems in place so that our children feel confident to knowing their concerns will be treated seriously.

All victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. We will ensure that children know that the law is in place to protect them rather than criminalise them, and we will be explained in such a way that avoids alarming or distressing them.

We will create a supportive environment at Bracken Hill school to minimise the risk of child-on-child abuse by:

- Regularly reviewing decisions and actions and updating policies with lessons learnt.
- Looking out for potential patterns of concerning, problematic or inappropriate behaviour, and deciding on a course of action where we identify any patterns.
- Considering if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again.

- Being alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.
- Remaining alert to the possible challenges of detecting signs that a child has experienced sexual violence and show sensitivity to their needs.
- Challenging any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils are able to easily and confidently report abuse using our reporting systems.
- Ensuring we reassure victims that they are being taken seriously.
- Supporting pupils who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- Considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensuring staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”.
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to.
 - A friend may make a report.
 - A member of staff may overhear a conversation.
 - A child’s behaviour might indicate that something is wrong.
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
 - That they should speak to the DSL if they have any concerns.

- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

A pupil who has raised concerns around sharing of nudes and semi-nudes ('sexting')

Indicators of risk may include:

Emotional and Behavioral Indicators

- Sudden changes in mood or behavior (e.g., withdrawal, anxiety, depression)
- Reluctance to use their phone or social media
- Fearfulness or distress when receiving messages or notifications
- Low self-esteem or self-worth
- Expressions of shame, guilt, or embarrassment

Social Indicators

- Isolation from peers or changes in friendship groups
- Bullying or exclusion, especially online
- Rumors or gossip circulating about the pupil
- Avoidance of school or certain areas/people within school

Physical Indicators

- Self-harm or unexplained injuries
- Changes in appearance or hygiene
- Sleep disturbances or fatigue

Digital Indicators

- Evidence of distressing messages or images on their device
- Attempts to delete or hide content
- Excessive use of privacy settings or new/unusual apps
- Receiving or sending messages that are sexual in nature

We will report to the DSL immediately if we are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video also known as 'sexting' or 'youth produced sexual imagery')

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care.

I will explain to the pupil that I need to report the incident and reassure them that they will receive support and help from the DSL.

I will not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if I have already viewed the imagery by accident, I must report this to the DSL).
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

I will record all of this information accurately on My Concern.

The DSL / DDSL will review the information.

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that manages safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s).
- If a referral needs to be made to the police and/or children's social care.
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images or videos from devices or online services – this is likely to be on advice from the police.
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs).
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They may hold interviews with the pupils involved (if appropriate and all pupils involved attend your school).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on My Concern.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and online safety curriculum. Teaching follows best practice in delivering safe and effective education.

A pupil who is Missing from Education or is Absent from Education

We understand that pupils who go missing from education could be at increased vulnerability to abuse, exploitation and neglect. There are many circumstances where a child may become missing from education, but some children are particularly at risk.

Pupils being absent from education for prolonged periods and/or on repeat can act as a warning sign to a range of safeguarding issues.

Indicators of risk may include:

- Patterns of unauthorised absence, particularly in regard to:
 - Pupils from a Gypsy, Roma or Traveler family.
 - Pupils from Service Personnel families.
 - Pupils who arrive from new migrant families.
 - Pupils who are supervised by the youth justice system.
- Patterns of disengagement from parents / carers (not being able to get in touch, no responses to (home school diary / class DoJo)
- Any warning signs that a child may be travelling to conflict zones, be at risk of FGM or forced marriage.
- Any signs that a child may be suffering from harm or neglect, or these risks have been identified.

Actions we will consider are:

We work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education. This links to the schools attendance policy on the website. Bracken Hill School holds at least two emergency contact numbers for each pupil. If a child goes missing from our school and we are unable to locate them, we will inform parents/carers and we will also contact the Police to report them missing. This will ensure that the Police and other partners have a true picture of missing episodes, which are indicators of risk for some children. The school will notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 10 days or more.

The school (regardless of designation) will also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. elective home education).
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change).
- Displaced because of a crisis e.g. domestic violence or homelessness.
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age; 25
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded

Bracken Hill School will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'. For further information on procedures around Attendance, please see the Attendance policy.

Children being absent from education for prolonged periods and/or on repeated occasions can act as a vital warning sign to a range of safeguarding issues, including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. If a child is persistently absent, we will follow our procedures outlined in our Attendance Policy - www.brackenhillschool.co.uk/policies for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger

A pupil who is persistently absent from education, including persistent absences for part of the school day.

The statutory guidance [Working Together to Improve School Attendance](#) sets out how we work with local authority children's services where school absence indicates safeguarding concerns.

Indicators of risk may include:

1. Home Environment

- Domestic abuse or parental conflict
- Substance misuse in the household
- Neglect or lack of supervision
- Housing instability or homelessness

2. Mental Health & Wellbeing

- Anxiety, depression, or other emotional difficulties
- Self-harm or suicidal ideation
- Low self-esteem or social withdrawal

3. Family Circumstances

- Young carer responsibilities
- Parental illness or disability
- Bereavement or family breakdown

4. School-Related Factors

- Bullying or peer conflict
- Unidentified special educational needs (SEN)
- Poor relationships with staff or peers
- Lack of engagement or fear of failure

5. Exploitation & Abuse

- Risk of child criminal exploitation (CCE) or child sexual exploitation (CSE)
- Online grooming or inappropriate relationships
- Involvement in county lines or gang activity

6. Cultural or Social Barriers

- Language barriers or recent immigration
- Cultural expectations conflicting with school attendance
- Disengagement from education due to religious or community pressures

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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Actions we will consider are:

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- Has been taken out of school by their parents and is being educated outside the school system (e.g. elective home education).
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change).
- Displaced because of a crisis e.g. domestic violence or homelessness.
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age; 25
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded Bracken Hill School will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

For further information on procedures around Attendance, please see the Attendance policy.

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If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

A pupil who may be a Young Carer

Indicators of risk may include:

1. Educational Impact

- Frequent lateness or absences from school
- Tiredness, poor concentration, or falling behind academically
- Limited participation in extracurricular activities

2. Emotional & Social Signs

- Anxiety, low mood, or signs of emotional distress
- Social isolation or difficulty forming peer relationships
- Reluctance to talk about home life

3. Physical Indicators

- Poor hygiene or appearance
- Signs of exhaustion or physical strain
- Unexplained injuries or health complaints

4. Family Circumstances

- Parent or sibling with chronic illness, disability, or addiction
- Lack of adult support at home

- Household responsibilities beyond age-appropriate tasks (e.g. cooking, administering medication)

5. Behavioural Clues

- Overly mature or responsible behaviour
- Defensive or secretive about home life
- Sudden changes in behaviour or mood

Actions we will consider are:

If school staff suspect that a pupil may be a young carer, they should contact Young Carers Notts, the commissioned support service for Nottinghamshire. This service provides tailored advice, guidance, and emotional support to young carers aged 5–17 who are helping to care for a family member with illness, disability, mental health needs, or substance misuse.

Young carers can speak directly to a Young Carers Assessor, who will:

- Offer practical advice and emotional support
- Help develop a personalised support plan
- Complete a statutory carers assessment, where appropriate
- Signpost to additional services and resources

Contact Details are Young Carers Notts Helpline: 0115 824 8824, email: youngcarers@tuvida.org and Website: www.youngcarersnotts.co.uk.

In addition, the Nottinghamshire Carers Hub offers wider support for carers of all ages, including:

- Information and advice on caring roles
- Access to training and wellbeing support
- Help navigating local services

Helpdesk: 0808 802 1777

Text/WhatsApp: 07814 678 460

Email: carershubinfo@carersfederation.co.uk

Website: Support for Carers – Nottinghamshire County Council

Staff should ensure that any concerns about a pupil's caring responsibilities are logged appropriately and discussed with the school's Designated Safeguarding Lead (DSL). Early identification and referral can help reduce the impact of caring responsibilities on a pupil's education, wellbeing, and development.

A pupil who may be at risk of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of risk may include:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

Actions we will consider are:

If a member of staff suspects that a pupil may be at risk of Child Criminal Exploitation (CCE), they must immediately report their concerns to the Designated Safeguarding Lead (DSL). The DSL will follow the Nottinghamshire Safeguarding Children Partnership (NSCP) procedures, which may include:

- Making a referral to Children’s Social Care via the Multi-Agency Safeguarding Hub (MASH)
- Contacting Nottinghamshire Police, if appropriate
- Initiating an Early Help Assessment or other relevant support pathways

Multi-Agency Child Exploitation (MACE) Panels

In Nottinghamshire, concerns about CCE are reviewed through MACE Panels, which are coordinated by the NSCP. These panels bring together professionals from social care, education, health, and the police to assess risk and plan multi-agency responses for children at risk of exploitation. If a pupil at Bracken Hill School, or a member of their family, is due to be discussed at a MACE Panel, the DSL will be notified and invited to attend the meeting to contribute relevant information and support planning.

The Risk Assessment Toolkit for Child Exploitation, developed by NSCP, is used to identify early indicators of exploitation and assess the level of risk. This proactive tool supports practitioners in making informed decisions and triggering appropriate interventions.

For more information, staff should refer to the NSCP Child Criminal Exploitation Procedures and ensure all concerns are documented and escalated in line with school and partnership safeguarding protocols.

A pupil who may be at risk of serious violence

Indicators of risk may include:

- Increased absence from school.

- Change in friendships or relationships with older individuals or groups.
- Significant decline in performance.
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above)).

We understand the following risk factors which increase the likelihood of involvement in serious violence include:

- Being male.
- Having been frequently absent or permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Actions we will consider are:

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

A pupil who may be at risk of CSE

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence

We know that CSE is form of child sexual abuse that may involve physical contact, including assault by penetration or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Indicators of risk may include:

- Unexplained gifts, money or new possessions.
- Associate with other children involved in exploitation.
- Suffer from changes in emotional well-being.
- Misuse alcohol and other drugs.
- Go missing from home or care for periods of time or regularly come home late.
- Regularly miss school or education or do not take part in education.
- Have older boyfriends or girlfriends.

- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Actions we will consider are:

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

A pupil who may be susceptible to radicalisation into terrorism

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. We understand the national threat picture and the local risks that may impact on our pupils, their families and our school.

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- Negate or destroy the fundamental rights and freedoms of others; or
- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

Terrorism is 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

Radicalisation can occur quickly or over an extended period.

Indicators of risk may include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter

- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong

Actions we will consider are:

- consider the level of risk and decide which agency to make a referral to. This could include the Police or [Channel](#), the government’s programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism or the local authority children’s social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

A pupil who has a family member in prison, or is affected by parental offending

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health

Indicators of risk may include:

1. Emotional and Behavioural Signs

- Sudden changes in mood, withdrawal, or aggression
- Anxiety, low self-esteem, or signs of trauma
- Difficulty forming trusting relationships with adults or peers

2. Educational Impact

- Persistent absence or lateness
- Decline in academic performance or engagement
- Difficulty concentrating or disruptive behaviour in class

3. Social and Peer Relationships

- Isolation from peers or reluctance to participate in group activities
- Bullying (either as victim or perpetrator)
- Overly secretive or protective of family circumstances

4. Family and Home Circumstances

- Economic hardship or housing instability

- Exposure to parental offending, substance misuse, or domestic abuse
- Frequent changes in caregiving arrangements or living situation

Actions we will consider are:

Staff will report concerns to the Designated Safeguarding Lead (DSL), who will follow the Nottinghamshire Safeguarding Children Partnership (NSCP) procedures. This may include:

- Referral to Children’s Social Care via MASH
- Initiating an Early Help Assessment
- Liaising with support services such as PACT (Prison Advice and Care Trust) or Families Outside

A pupil whose family circumstance may presenting challenges. This could be concerns around:

Parental drug and alcohol misuse

Indicators of risk may include:

1. Physical and Emotional Neglect

- Poor hygiene, clothing, or nutrition
- Unmet medical or developmental needs
- Lack of supervision or inappropriate caregiving

2. Behavioural and Emotional Signs

- Anxiety, depression, or emotional withdrawal
- Aggression, hypervigilance, or sudden mood swings
- Overly responsible behaviour or role reversal (e.g. caring for siblings or parent)

3. Educational Impact

- Frequent absences or lateness
- Difficulty concentrating or disruptive behaviour
- Sudden drop in academic performance

4. Home Environment Concerns

- Reports of chaotic routines, intoxicated caregivers, or unsafe conditions
- Exposure to criminal activity or domestic abuse
- Access to substances within the home

5. Social Isolation and Stigma

- Reluctance to invite friends home or discuss family life

- Shame, secrecy, or fear of judgment
- Limited peer relationships or social withdrawal

Actions we will consider are: The DSL ensures that all staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL/DDSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Adult mental health issues

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. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps on page 12. If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

Domestic Abuse. We understand that children are also victims of Domestic Abuse.

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children.

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Indicators of risk may include:

- DA notifications into the Safeguarding@ inbox (DSL only). We will not contact parents when we receive a notification; we will ensure we are available to support the child

Actions we will consider are:

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the DSL via email before the child or children arrive at school the following day. This is the 32 procedure where police forces are part of Operation Encompass. The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

Indicators of risk may include:

- Frequent absences or lateness due to unstable housing
- Reports of sofa surfing, living in temporary accommodation, or staying with multiple households
- Poor hygiene, inadequate clothing, or signs of neglect
- Anxiety, withdrawal, or emotional distress
- Disclosure of eviction, family breakdown, or domestic abuse
- Lack of access to basic necessities (e.g. food, sleep, warmth)

Actions we will consider are:

The DSL are aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

A pupil who may be experiences mental ill health

Indicators of risk may include:

1. Emotional and Behavioural Signs

- Persistent sadness, tearfulness, or withdrawal
- Sudden mood swings or irritability
- Expressions of hopelessness, worthlessness, or guilt
- Self-harm or talk of suicide

2. Physical and Cognitive Clues

- Fatigue, sleep disturbances, or changes in appetite
- Difficulty concentrating or making decisions
- Psychosomatic complaints (e.g. headaches, stomach aches with no medical cause)

3. Social and Peer Relationships

- Isolation from peers or reluctance to engage socially
- Conflict with friends or staff
- Overdependence on adults or avoidance of group settings

4. Educational Impact

- Decline in academic performance
- Frequent absences or lateness
- Disengagement from learning or refusal to attend school

5. Disclosures or Observations

- Verbal disclosures of anxiety, depression, or distress
- Observations of concerning behaviour by staff or peers
- Changes in appearance or hygiene

Actions we will consider are:

At Bracken Hill School, staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. If a member of staff has a mental health concern about a child that is also a safeguarding concern, they will take immediate action by following the steps in the 'Our Safeguarding Procedures' section on page 8. If a member of staff has a mental health concern that is not also a safeguarding concern, they should speak to the DSL to agree a course of action. The DSL/DDSL may refer a pupil to the NHS Mental Health in School for further support with their mental health, if consent is provided by parents/carers.

A pupil who is missing alcohol and other drugs themselves

Indicators of risk may include:

1. Physical and Behavioural Signs

- Smelling of alcohol or substances
- Bloodshot eyes, slurred speech, or impaired coordination
- Sudden mood swings, aggression, or paranoia
- Secretive behaviour or lying about whereabouts

2. Educational Impact

- Frequent absences or lateness
- Decline in academic performance or engagement
- Sleeping in class or appearing fatigued

3. Social and Peer Relationships

- Association with older peers or known substance users
- Withdrawal from previous friendship groups
- Involvement in risky or criminal behaviour

4. Emotional and Mental Health

- Anxiety, depression, or signs of trauma
- Self-harm or suicidal ideation
- Low self-esteem or feelings of hopelessness

5. Environmental Clues

- Access to substances at home or in the community
- Family history of substance misuse or neglect

- Exposure to domestic abuse or criminal exploitation

Actions we will consider are:

If a member of staff suspects Drug and/or Alcohol misuse, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate

A pupil who is Looked After, Previously Looked After or has returned home to their family from care

Indicators of risk may include:

1. Emotional and Behavioural Signs

- Difficulty forming trusting relationships
- Attachment difficulties or fear of abandonment
- Aggression, withdrawal, or sudden mood changes
- Signs of trauma, anxiety, or depression

2. Educational Impact

- Frequent absences or placement-related disruptions
- Difficulty concentrating or engaging in learning
- Low academic attainment or reluctance to attend school

3. Social and Peer Relationships

- Isolation or difficulty maintaining friendships
- Overdependence on adults or avoidance of group settings
- Bullying (as victim or perpetrator)

4. Health and Development

- Unmet physical or emotional health needs
- Delayed development or regression in skills
- Poor hygiene, nutrition, or sleep patterns

5. Family and Placement Concerns

- Instability in living arrangements or multiple placements
- Exposure to neglect, abuse, or parental substance misuse
- Risk of exploitation, including CSE or CCE

Actions we will consider are:

At Bracken Hill School we will ensure that staff have the skills, knowledge and understanding to keep looked after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Kate Austin, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance. The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

A pupil who is a private fostering arrangement

Indicators of risk may include:

1. Unstable Living Arrangements

- Frequent moves between households
- Lack of clarity about who holds parental responsibility
- No formal agreement or oversight by the local authority

2. Emotional and Behavioural Signs

- Anxiety, withdrawal, or emotional distress
- Difficulty forming attachments or trusting adults
- Sudden changes in behaviour or mood

3. Educational Impact

- Poor attendance or unexplained absences
- Disengagement from learning or social activities
- Lack of parental involvement in school life

4. Neglect or Lack of Supervision

- Poor hygiene, nutrition, or clothing
- Unmet medical or developmental needs
- Inappropriate caregiving or lack of boundaries

5. Social Isolation or Secrecy

- Reluctance to talk about home life
- Limited contact with birth family

- Secrecy around who the child lives with

Actions we will consider are:

At Bracken Hill School, staff will notify the Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL) immediately upon becoming aware of a private fostering arrangement. A private fostering arrangement is when a child under 16 (or under 18 if disabled) is cared for by someone who is not their parent or a close relative for 28 days or more, and the arrangement is made privately.

There is a statutory duty on the school to inform Nottinghamshire Children's Social Care of any known or suspected private fostering arrangement. The local authority is then responsible for assessing the suitability of the arrangement and ensuring the child's welfare is safeguarded.

Children Potentially at Greater Risk of Harm

While all children must be protected, the staff and Governing Body at Bracken Hill School recognise that some groups of children may be at greater risk of harm due to their circumstances. These include, but are not limited to:

- Children who need a social worker (Child in Need or Child Protection)
- Children missing from education
- Children in Elective Home Education (EHE)
- Children requiring mental health support
- Looked After Children and Previously Looked After Children
- Children with special educational needs, disabilities, or health issues
- Children who identify as lesbian, gay, bi, or trans (LGBTQ+)

Our Commitment to Supporting Vulnerable Pupils

At Bracken Hill School, we support vulnerable pupils through:

- **Vigilance:** Staff are trained to notice when something is troubling a child
- **Understanding and Action:** Pupils are heard, understood, and supported
- **Stability:** We foster ongoing, trusting relationships with key adults
- **Respect:** We treat pupils as competent individuals with agency
- **Information and Engagement:** Pupils are involved in decisions and plans
- **Explanation:** We clearly communicate outcomes and decisions
- **Support:** Pupils receive help in their own right and as part of their family
- **Advocacy:** We ensure pupils have a voice and are supported to express it

We recognise that many pupils at Bracken Hill have complex needs, and our Governing Body is fully aware of the additional risks they may face. Safeguarding is embedded in every aspect of our provision, and we work closely with families, professionals, and external agencies to ensure every child is safe, supported, and valued.

A pupil who is lesbian, gay, bi or gender questioning

The DfE expect to publish the revised guidance on gender questioning children this summer. If published, this section must signpost to this guidance.

The fact that a child or a young person may be LGB or gender questioning 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 LGB or gender questioning (whether they are or not) can be just as vulnerable as children who identify as LGB or gender questioning.

Indicators of risk may include:

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL

Actions we will consider are:

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, **autism** and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

A pupil who may be at risk online, including the use of mobile technology or a pupil who is putting others at risk online

As part of online safety, we are aware of our responsibility for information security and access management, and we will ensure that we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this we:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').

- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and f
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology, including Artificial Intelligence.
 - Keeping personal information private.
 - How to recognise unacceptable behaviour online.
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.

- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#).
- We use classroom cloud as our robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. This is then assessed [using plan technology for your school service](#), to self assess against the filtering and monitoring standards.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our website

A pupil who may be at risk of Honor-Based Abuse

So-called 'honor-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honor of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All forms of HBA are abuse and will be handled and escalated as such.

Indicators of risk may include:

Behavioural Signs

- Sudden decline in academic performance or school attendance.
- Fear, anxiety, or depression, particularly around family or cultural expectations.
- Reluctance to participate in physical education or activities that may require changing clothes.
- Restrictive control over social life, such as being constantly accompanied or not allowed to mix with peers.
- Frequent absences, especially after school holidays (possible forced marriage risk).
- Self-harm or expressions of hopelessness and distress.

Physical Signs

- Injuries with vague or implausible explanations.
- Signs of physical restraint or confinement.
- Changes in physical appearance (e.g., sudden adoption of traditional dress when it was not previously worn).

Family or Cultural Factors

- Excessive restrictions at home (e.g., not allowed to speak to certain people or go out).
- Family expectations of early marriage or controlling behavior.
- History of older siblings being removed from school or disappearing (possibly taken abroad).
- High levels of family pressure to conform to cultural or religious practices.

Other Warning Signs

- Plans for a long holiday abroad, particularly to a country where forced marriage or HBA is more prevalent, and concern expressed by the pupil about this trip.
- References to family problems related to ‘honor’ or reputation.
- Use of language around “bringing shame” to the family.
- Sibling or relative being subject to similar concerns.

Actions we will consider are:

Speak to the pupil about their concerns in a secure and private place – we understand the ‘1 chance rule’.

1. Immediate Safeguarding Response

- Report concerns to the Designated Safeguarding Lead (DSL) without delay.
- Make a referral to Children’s Social Care if the pupil is believed to be at immediate or significant risk.
- Contact the Police if there is an imminent danger to the child.

2. Do Not Involve the Family

- Avoid discussing concerns with the family or community members, as this may increase the risk to the pupil.
- Do not mediate or attempt to resolve issues with the family, as this could escalate the situation.

3. Maintain Confidentiality and Safety

- Keep detailed, accurate records of disclosures, concerns, and actions taken.
- Ensure any meetings with the pupil are done in private, with sensitivity and without family members present.
- Avoid removing or photocopying personal documents (e.g., passport) unless under police or legal instruction.

4. Offer Support to the Pupil

- Provide a trusted adult or mentor for the pupil to talk to regularly.
- Create a safety plan for the pupil if there's a risk of them being taken abroad.
- Liaise with relevant safeguarding agencies to offer protection (e.g., safe housing, legal advice).

5. Monitor and Follow Up

- Monitor attendance and behaviour closely for any further warning signs.
- Continue to work with multi-agency partners, including police, social services, and the Forced Marriage Unit if appropriate.
- Regularly review the risk assessment and ensure that support strategies remain effective and appropriate.

6. Raise Awareness

- Train staff to recognize signs of HBA and respond appropriately.
- Promote a safeguarding culture where students feel safe to speak up.

A pupil who may be at risk of FGM or we have discovered that FGM has taken place

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Indicators of risk may include:

- A pupil confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.
- A family/pupil already being known to social services in relation to other safeguarding issues.

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable.
- Finding it hard to sit still for long periods of time (where this was not a problem previously).
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Having frequent urinary, menstrual or stomach problems.
- Avoiding physical exercise or missing PE.
- Being repeatedly absent from school or absent for a prolonged period.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour.
- Being reluctant to undergo any medical examinations.
- Asking for help, but not being explicit about the problem.
- Talking about pain or discomfort between her legs.

Potential signs that a pupil may be at risk of FGM include:

- The girl’s family having a history of practicing FGM (this is the biggest risk factor to consider).
- FGM being known to be practiced in the girl’s community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.

A girl:

- Having a mother, older sibling or cousin who has undergone FGM.
- Having limited level of integration within UK society.
- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”.
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period.

- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion).
- Being unexpectedly absent from school.
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

Actions we will consider are:

Speak to the DSL immediately if we suspect a pupil is at risk of FGM or we suspect that FGM has been carried out and the DSL follow our local safeguarding procedures.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth.

Will immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and complete a My Concern report and involve children’s social care as appropriate.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Concerns about a staff member, supply teacher, volunteer or contractor

Please refer to the Esteem Managing Allegations and Low-Level Concerns Policy

Complaints

Please refer to the Esteem Complaints Policy

Whistle Blowing

Please refer to the Esteem Whistleblowing Policy

National and Local Guidance / Services and Resources

Specific Safeguarding Concerns	National Guidance / Services / Resources	Local Guidance / Services / Resources
<p>A pupil whose behaviour towards other pupils causes a safeguarding concern or where we have received an allegation of abuse towards a pupil by a pupil. Child on Child Abuse</p>	<p>Keeping children safe in education - GOV.UK (www.gov.uk)</p> <p>What is online child-on-child abuse? Internet Matters</p> <p>Child on child abuse – Safeguarding Network</p>	<ul style="list-style-type: none"> ☑ Multi-Agency Safeguarding Hub (MASH) – Nottinghamshire County Council Nottinghamshire County Council+2Nottinghamshire County Council+2 ☑ Emergency Duty Team (EDT) (for outside normal hours) Nottinghamshire County Council+1 ☑ Nottinghamshire Safeguarding Children Partnership (NSCP) nscp.nottinghamshire.gov.uk+2Nottinghamshire County Council+2 ☑ Children’s Centre Service / Early Childhood Services (Ashfield) Nottinghamshire County Council+2Nottinghamshire County Council+2 ☑ Family Hub / Family Hub Network (Ashfield) Nottinghamshire County Council ☑ Healthy Family Teams / Advice Line healthforkids.co.uk
<p>A pupil who has raised concerns around sharing of nudes and semi-nudes (‘sexting’)</p>	<p>Online Safety Resource Centre - London Grid for Learning (lgfl.net)</p> <p>Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)</p>	<ul style="list-style-type: none"> ☑ Safe Time - Nottingham and Nottinghamshire The Children's Society ☑ SEXions - Sexual Health Service (Mansfield & Ashfield) Health For Teens+1 ☑ Healthy Family Teams Health For Teens+1
<p>A pupil who is Missing from Education</p>	<p>Children missing education - GOV.UK (www.gov.uk)</p> <p>Children who run away or go missing from home or care - GOV.UK (www.gov.uk)</p> <p>Missing Children and Adults strategy - GOV.UK (www.gov.uk)</p>	<ul style="list-style-type: none"> ☑ Nottinghamshire Fair Access Team — works to secure and maintain education for vulnerable pupils at risk of missing from education. Nottinghamshire County Council ☑ Nottinghamshire Children Missing Education Strategy — sets out how the County Council tracks, monitors, and maintains contact with children and young people at risk of or already

		<p>missing education. Nottinghamshire County Council</p> <p>☑ Family Hubs / Children’s Centre Service in Ashfield — general support for families, early intervention which may help prevent education exclusion / absence. Nottinghamshire County Council</p>
<p>A pupil who is persistently absent from education, including persistent absences for part of the school day.</p>	<p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</p> <p>Attendance: persistent and severe absence thresholds and statistics The Key Leaders (thekeysupport.com)</p>	<p>☑ Nottinghamshire Schools Portal – Improving School Attendance Toolkit Nottinghamshire County Council</p> <p>☑ Health Related Education Team (for pupils absent due to illness/emotional/medical reasons) Nottinghamshire County Council</p> <p>☑ Early Help Unit – Nottinghamshire County Council Nottinghamshire County Council</p>
<p>A pupil who may be a Young Carer</p>	<p>Young carers Barnardo's (barnardos.org.uk)</p> <p>Being a young carer: your rights - NHS (www.nhs.uk)</p> <p>Young carers Action For Children</p>	<p>☑ Young Carers Notts — free & confidential service for young carers aged 5-17 in Nottinghamshire and Nottingham City. Young Carers Notts+2TuVida+2</p> <p>☑ Nottinghamshire Carers Hub Service — offers support/advice for young carers via the Carers Hub. Nottinghamshire County Council+2TuVida+2</p> <p>☑ Nottinghamshire County Council Youth Services — include support for young carers through youth centres, outreach etc. Nottinghamshire County Council+2TuVida+2</p> <p>☑ Healthy Families / Healthy Family Teams — may provide additional emotional health & wellbeing support for young carers. Nottingham Healthcare NHS Trust+1</p> <p>☑ Carers information / registers at GP practices (e.g. Ashfield House Surgery) — so young carers can be recognised and linked to support. Ashfield House Surgery+1</p>
<p>A pupil who may be at risk of being drawn in to anti-social or criminal behaviour, including gang involvement and association with</p>	<p>County Lines Toolkit For Professionals The Children's Society (childrenssociety.org.uk)</p> <p>Missing Children and Adults strategy - GOV.UK (www.gov.uk)</p> <p>Children missing education - GOV.UK (www.gov.uk)</p> <p>Safeguarding children who may have been trafficked - GOV.UK (www.gov.uk)</p> <p>Care of unaccompanied migrant children and child victims of modern slavery - GOV.UK (www.gov.uk)</p> <p>Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)</p>	<p>Youth Support Services (Nottinghamshire County Council) — includes support for those at risk of anti-social behaviour, crime, attendance or behaviour issues etc. Nottinghamshire County Council</p> <p>My Future: Youth Support Programme — for young people aged 10-18, to steer them away from crime/ASB and tailored support. Nottinghamshire County Council+1</p> <p>Youth Justice Service (Nottinghamshire) — works with children / young people to prevent offending and re-offending. Nottinghamshire County Council+1</p>

<p>organised crime groups or county lines</p>	<p>Child exploitation disruption toolkit - GOV.UK (www.gov.uk) CSA Centre</p>	<p>Ashfield District Council Youth Diversion Scheme (“Switch Up”) — diversion / crime prevention programmes for young people in Kirkby-in-Ashfield and Hucknall, but referrals accepted from all Ashfield residents. Ashfield District Council Ashfield Community Safety Partnership (CSP) — strategic & partnership work to address anti-social behaviour etc. Ashfield District Council+1</p>
<p>A pupil who may be at risk of serious violence</p>	<p>Serious Violence Strategy - GOV.UK (www.gov.uk) An analysis of indicators of serious violence: Findings from the Millennium Cohort Study and the Environmental Risk (E-Risk) Longitudinal Twin Study (publishing.service.gov.uk) Our approach to evidence - Youth Endowment Fund Tackling violence against women and girls strategy - GOV.UK (www.gov.uk) vice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)</p>	<p>Nottinghamshire Violence Reduction Partnership (VRP) — strategic leadership & coordination of activity to reduce serious violence. Nottinghamshire PCC My Future: Youth Support Programme — for young people aged 10-18, offering mentoring & support, including for those at risk of violent behaviour, weapon use. Nottinghamshire County Council+1 Youth Support Services — Nottinghamshire County Council, for youth at risk of involvement in violence, crime, anti-social behaviour etc. Nottinghamshire County Council Ashfield District Council / ‘Switch Up’ Youth Diversion Scheme — crime prevention / diversion for young people at risk of criminal involvement in Kirkby-in-Ashfield (also Hucknall) etc. Ashfield District Council Ashfield Community Safety Partnership (CSP) — includes tackling serious violence, as part of its objectives. Ashfield District Council</p>
<p>A pupil who may be at risk of CSE</p>	<p>Child sexual exploitation: definition and guide for practitioners - GOV.UK (www.gov.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk) Children missing education - GOV.UK (www.gov.uk) Preventing Child Sexual Exploitation The Children's Society</p>	<p>Child Sexual Exploitation (CSE) / Child Sexual Abuse (CSA) Support Service — run by The Children’s Society in Nottinghamshire Safe Time (Nottingham & Nottinghamshire) — therapy services for children/young people who have experienced sexual abuse or exploitation SEXions Sexual Health Outreach (Mansfield, Ashfield, etc.) — advice and support around sexual health, relationships, including risk behaviour</p>
<p>A pupil who is at risk of being radicalised</p>	<p>Educate Against Hate NSPCC Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK (www.gov.uk) Prevent legislation, guidance and resources - The Education and Training Foundation (et-foundation.co.uk) Online Safety Resource Centre - London Grid for Learning (lgfl.net)</p>	<p>Nottinghamshire Police Prevent Team — Telephone: 101 ext. 800 2962/2963, Email: prevent@notts.police.uk, Website: nottinghamshire.police.uk/advice/advice-and-information/t/prevent/prevent ACT Early Support Line — Telephone: 0800 011 3764, Available 9am–5pm daily, Website: actearly.uk Ashfield District Council – Prevent and</p>

		<p>Extremism Support — Website: ashfield.gov.uk/community-leisure/anti-social-behaviour-community-safety/abuse-safeguarding/extremism</p> <p>Nottinghamshire County Council – Prevent Duty Information — Website: nottinghamshire.gov.uk/business-community/prevent-duty</p> <p>Ashfield District Council – Home Office Project Funding for Radicalisation Prevention — Website: ashfield.gov.uk/your-council/news/home-office-project-funding-to-help-prevention-of-radicalisation-approved-for-sutton</p>
A pupil who has a family member in prison, or is affected by parental offending	NICCO	<p>Nottinghamshire Independent Domestic Abuse Service (NIDAS) – Mansfield and Ashfield Children and Teens Service – JUNO Women’s Aid</p> <p>Youth Justice Service – Nottinghamshire County Council</p> <p>Healthy Family Teams – Nottinghamshire Healthcare NHS Foundation Trust</p>
Parental drug and alcohol misuse	<p>Parental substance misuse NSPCC Learning</p> <p>Safeguarding children affected by parental alcohol and drug use - GOV.UK (www.gov.uk)</p> <p>Parents with alcohol and drug problems: support resources - GOV.UK (www.gov.uk)</p>	<p>Change Grow Live (CGL) Nottinghamshire Hetty’s Service</p> <p>Youth Support Services – Nottinghamshire County Council</p>
adult mental health issues	<p>Parental mental health problems NSPCC Learning</p> <p>Parenting and mental health - Mind</p> <p>Parental mental illness for parents Royal College of Psychiatrists (rcpsych.ac.uk)</p>	<p>Nottinghamshire Healthcare NHS Foundation Trust – Local Mental Health Teams</p> <p>NHS 111 Mental Health Support</p> <p>Nottinghamshire Mind – Supported Self-Help Programme</p> <p>Ashfield District Council – Mental Health Support Resources</p>
Domestic Abuse. We understand that children are also victims of Domestic Abuse.	<p>How to Protect Children From Domestic Abuse NSPCC Refuge</p> <p>Home Safelives</p> <p>Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk)</p> <p>Home : Operation Encompass</p>	<p>Nottinghamshire Independent Domestic Abuse Service (NIDAS)</p> <p>Juno Women’s Aid</p> <p>Ashfield District Council – Domestic Abuse Support</p> <p>Operation Encompass</p>
Homelessness	<p>Homelessness (16/17 year olds) - childlawadvice.org.uk</p> <p>Homelessness Barnardo's (barnardos.org.uk)</p> <p>Homelessness and its impact on children - ACAMH</p>	<p>Ashfield District Council – Homelessness Prevention and Support</p> <p>Branching Out Young Persons' Service – NCHA</p> <p>YMCA Robin Hood Group – Ashfield 16+ Commissioned Services</p>

<p>A pupil who may be experiences mental ill health</p>	<p>Mental health and behaviour in schools - GOV.UK (www.gov.uk) Children's mental health - Every Mind Matters - NHS (www.nhs.uk) Signs That a Child Is Suffering From Mental Health Issues NSPCC</p>	<p>Mental Health Lead in School Child and Adolescent Mental Health Services (CAMHS) – Nottinghamshire Healthcare NHS Foundation Trust NottAlone – Nottinghamshire Mental Health Support Be U Support – Nottinghamshire County Council</p>
<p>A pupil who is misusing alcohol and other drugs themselves</p>	<p>From harm to hope: A 10-year drugs plan to cut crime and save lives - GOV.UK (www.gov.uk) Honest information about drugs FRANK (talktofrank.com) Drug and alcohol education (pshe-association.org.uk) DfE's guidance on searching, screening and confiscation</p>	<p>Change Grow Live (CGL) Nottinghamshire – Let's Grow Service CAMHS Head 2 Head Team – Nottinghamshire Healthcare NHS Foundation Trust Ashfield District Council – Vulnerable Adult Support Scheme</p>
<p>A pupil who is Looked After, Previously Looked After or has returned home to their family from care</p>	<p>Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk) Looked after children NSPCC Learning Looked after children – Safeguarding Network</p>	<p>Nottinghamshire County Council – Looked After Children and Care Leavers Nottinghamshire County Council – Leaving Care Team Nottinghamshire Virtual School Children Looked After and Adoption Team – CAMHS</p>
<p>A pupil who is a private fostering arrangement</p>	<p>Children Act 1989: private fostering - GOV.UK (www.gov.uk) Private fostering - childlawadvice.org.uk</p>	<p>Nottinghamshire County Council – Private Fostering Notifications and Support Nottinghamshire County Council – Virtual School</p>
<p>A pupil who is lesbian, gay, bi or trans</p>	<p>https://www.gov.uk/government/publications/relationship-s-education-relationships-and-sex-education-rse-and-health-education Safeguarding LGBTQ+ children and young people NSPCC Learning Think your child might be trans or non-binary? - NHS (www.nhs.uk)</p>	<p>LGBT+ Service Nottinghamshire – The Centre Place CAMHS Supporting LGBT+ Young People – Nottinghamshire Healthcare NHS Foundation Trust The Yasmine McClory Foundation – Funded Private Counselling for LGBTQ+ Youth Notts LGBT+ Network</p>
<p>A pupil who may be at risk online, including the use of mobile technology or a pupil who is putting others at risk online.</p>	<p>A guide to the Online Safety Bill - GOV.UK (www.gov.uk) Homepage - UK Safer Internet Centre Online safety - BBC Teach Staying safe online Childline What is Online Safety? SWGfL CEOP Safety Centre</p>	<p>Professionals Online Safety Helpline — UK Safer Internet Centre UK Safer Internet Centre Nottinghamshire Police — Online Child Abuse advice & reporting Nottinghamshire Police Nottinghamshire Police — Digital Domestic Abuse advice (harassment, stalking, impersonation etc.) Nottinghamshire Police Nottinghamshire County Council — My Future: Youth Support Programme (concerns about use of social media placing self or others at risk) Nottinghamshire County Council+1 NSPCC — Online abuse information and reporting support NSPCC</p>

<p>A pupil who may be at risk of Honor-Based Abuse</p>	<p>Forced Marriage Unit on 020 7008 0151 or fmf@fco.gov.uk Forced marriage - GOV.UK (www.gov.uk) The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)</p>	<p>Karma Nirvana — specialist charity for victims and survivors of honour-based abuse, forced marriage & related abuse.</p> <p>The Halo Project — national support for victims of forced marriage, honour-based violence & FGM</p> <p>Freedom Charity — support, awareness, and help for those experiencing forced marriage, honour-based violence or FGM.</p>
<p>A pupil who may be at risk of FGM or we have discovered that FGM has taken place</p>	<p>Female genital mutilation - GOV.UK (www.gov.uk) Female genital mutilation: resource pack - GOV.UK (www.gov.uk)</p>	<p>NSPCC FGM Helpline Tel: 0800 028 3550</p> <p>FORWARD (Foundation for Women’s Health Research and Development)</p>