



CHILD PROTECTION AND SAFEGUARDING POLICY

Policy adapted from (if applicable):

Governing Body Sub-committee

Name: N/A
Date approved:

Full Governing Body (if applicable)

Date approved: 8 November 2018

1. Introduction and Context

1.1 Our Vision and Ethos

At its core, Belper School has an ethos built on respect, inclusivity and responsibility, nurturing students to be individuals within a family approach. Central to this ethos is a focus on relationships, which demonstrate mutual respect and equality. The school places value on treating each other, and our environment, with care, dignity and compassion, so that as members of the school and wider community we can make a difference. The ethos is student-centred, empowering people to have confidence to participate and engage.

We work closely with our feeder primary schools (via the Belper Heads Forums) and the local area MAT (via regular meetings). The School Nurse and CAMHS also attend these meetings. A police representative is always invited

For the complete statement relating to the school's Vision, Values and Ethos please see the school's website

1.2 Our responsibilities

Belper School and Sixth form Centre fully recognises its responsibilities for child protection and safeguarding. This policy sets out how the school will deliver these responsibilities.

Please note that the term *child* as written in this policy is a child until 18.

Please note that 'all staff' refers to all teaching and support staff as employed by the school, volunteers, and governors who have contact with young people as appropriate.

This policy should be read in conjunction with:

"Working Together to Safeguard Children" (July 2018) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

"Keeping Children Safe in Education - September 2018", which is the statutory guidance for Schools and Colleges.

"What to do if you're worried a child is being abused: Advice for practitioners". March 2015.

"Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers". July 2018.

"The Prevent Duty Departmental, advice for Schools and child care providers June 2015.

Guidance for Safer Working Practice for those working with children and young people in education settings (2015) this is recommended guidance

All other relevant policies specific to Belper School and Sixth Form Centre e.g Behaviour Policy, Anti-Bullying Policy etc. are on the School website. Furthermore, we will follow the **Procedures set out by the local Safeguarding Children's Board** including **Thresholds Guidance**.

In accordance with the above procedures, we carry out an annual audit of our safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the local Derbyshire Safeguarding Children's Board.

1.3 Our Principles

Safeguarding arrangements at Belper School and Sixth Form Centre are underpinned by these key principles:

- Safeguarding is everyone's responsibility: all staff should play their full part in keeping children safe and we will aim to protect children using national, local and school child protection procedures
- All staff should have a clear understanding regarding abuse and neglect in all forms including how to identify, respond and report. This also includes knowledge of the process for allegations against professionals. Staff should feel confident that they can report all matters relating to safeguarding within the school where the information will be dealt with swiftly and securely, following the correct procedures
- That we operate a child-centred approach showing a clear understanding of the needs, wishes, views and voices of children. The safety and wellbeing of the child will be kept in mind at all times
- We aim to work in partnership and have a key role in multi-agency safeguarding arrangements as set out in 'Working Together (2018)'

1.4 Our Policy

The main elements to our policy are described below:

- The types and signs of abuse all staff need to be vigilant for that are the subject of this policy and how the school will support the child
- The roles and responsibilities for safeguarding. This includes expectations of all staff with regard to safeguarding; the procedures and processes in place to support them to report concerns in school and onwards to the relevant agencies
- How the school will ensure that all staff are appropriately trained/checked for their suitability to work within the school. Staff will receive regular updates and undertake annual whole school training
- How the policy will be managed and have its delivery overseen.

Through implementation of this policy, we will ensure that our school provides a safe environment for children to learn and develop. We will cross-reference to other policies relevant to our safeguarding in the school and refer to them in this policy where relevant.

2 Types and Signs of Abuse

2.1 Children who may require early help

All staff within the school should be alert to the potential need for early help for children. Certain groups of children are more vulnerable. These include a child who:

- Has a special educational need
- Is a young carer
- Is a privately fostered child
- Has returned home to their family from care
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, and domestic violence; and/or is showing early signs of abuse and/or neglect
- Is misusing drugs or alcohol themselves
- Is showing signs of displaying behaviour or views that are considered to be extreme
- Is disabled and has specific additional needs
- Not attending school or are at risk of exclusion from school
- Frequently goes missing from care or from home
- Not in education, employment or training (NEET) after the age of 16

Where possible this school will identify their vulnerable children and ensure all staff and volunteers know the processes to secure advice, help and support where needed.

2.2 Child Abuse

In relation to children, safeguarding and promoting their welfare is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's' health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

There are four types of child abuse as defined in '**Working Together to Safeguard Children**' (2018) and in the '**Keeping Children Safe in Education (2018)**' as:

Physical Abuse - may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child

Most children will collect cuts, bruises, and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbow, knee, shin, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g., cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds with upward splash marks
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home.

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

Emotional abuse can be difficult to identify, as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for, may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour, which can indicate emotional abuse, include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders

- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Adult males do not solely perpetrate sexual abuse; women can also commit acts of sexual abuse, as can other children

It is recognised that there is underreporting of sexual abuse within the family. In school, all staff should play a crucial role in identifying/reporting any concerns that they may have through behaviours in older children, which may be an indication of such abuse.

All staff should be aware that there might be men, women or other children, who use children to meet their own sexual needs and abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to, and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy.

Changes in behaviour, which can also indicate sexual abuse, include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment
- Respond to a child's basic emotional needs.

It can be difficult to recognise neglect, however its effects can be long term and damaging for children. The physical signs of neglect may include:

- Being constantly dirty or 'smelly'
- Constant hunger, sometimes stealing food from other children
- Losing weight, or being constantly underweight
- Inappropriate or dirty clothing.

Neglect can be indicated by changes in behaviour that may include:

- Mentioning being left alone or unsupervised
- Not having many friends
- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments.

Bullying, and forms of bullying off and on-line; including prejudice based and cyberbullying, are also abusive. These will include at least one (if not two, three or all four) of the defined categories of abuse (please see Belper School and Sixth Form Centre's policies on Anti-Bullying, On-line Safety in a Digital World, Use of Mobile Phones - Entertainment Communication Devices, all of which are available on the school website).

2.3 Specific Safeguarding Issues

There are specific issues that have become critical issues in Safeguarding. The school will endeavour to ensure their staff, governors and volunteers are familiar with the processes in place to identify report and monitor these areas:

- Bullying including cyberbullying
- Child Sexual Exploitation (CSE) as defined by Working Together 2018
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- On line abuse/Sexting

- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

In understanding the signs and indicators of specific issues, the school will incorporate these into regular safeguarding briefings, staff induction training and ongoing development for all staff.

The school will access broad Government guidance and, more importantly the local procedures, strategies and tools through the Derbyshire Safeguarding Children's Board.

The Designated Leads and those with responsibility for Safeguarding will use the information available to them in Derbyshire Schools Net: Keeping Children Safe in Education to help all staff develop knowledge and understanding relating to emerging national and local concerns.

2.4 Child at Risk of Exploitation (Child Protection) known as CRE

Risk factors may include:

- Going missing
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional health

All suspected/actual cases of CSE are a safeguarding concern and police procedures will be followed – including a referral to the police. If staff have concerns they will refer to the Safeguarding Team.

2.5 Female Genital Mutilation - FGM (Child Protection)

The school recognises that there is a mandatory duty to report to the police where it is believed an act of FGM has been carried out on a girl under the age of 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected/actual cases of FGM are a safeguarding concern, safeguarding procedures will be followed, and this will include a police referral. If staff have concerns, they will refer to the Safeguarding Team unless there is a good reason not to do so.

Signs may include

- Days absent from school
- Not participating in PE
- In pain/restricted movement/frequent and long visits to the toilet/ broken limbs
- Confides that she is having a special procedure, cut or celebration

- Unauthorised/extended leave, vague explanations/plans for a removal of a girl in a high risk category*, especially over the summer months to a country know to practice FGM

**parents from a country who are known to practise FGM e.g. Nigeria, Senegal, Ghana and other sub-Saharan countries*

2.6 Allegations of abuse against other children/peer on peer abuse (Child Protection)

We recognise that some children abuse other children or their peers, therefore the reasons for this are complex and are often multi-faceted. We understand that, as a school, we need to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents.

Peer on peer abuse is a safeguarding concern and will require a discussion with the Safeguarding Team who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the local authority. This may mean a referral to the Police and Social Care. The school will consider, and may apply, the disciplinary policy if appropriate. The school will offer support to a victim.

We recognise peer on peer abuse can take some of these forms:

- Language seen as derogatory, demeaning, inflammatory;
- Unwanted banter
- Sexual harassment
- Sexual violence
- Hate
- Homophobia
- Based on gender differences and orientation
- Based on difference

We are working hard as a school to be proactive and to challenge this type of abuse and will reference the government guidance 'Sexual Violence and Sexual Harassment in Schools/Colleges Between Children (2018)'. As a school, we are developing a strategy to identify report and respond to issues/incidents raised.

We aim to use approaches in the curriculum to address and tackle peer on peer abuse (please see Belper School and Sixth Form Centre's Anti-bullying Policy, Equality Plan, PSE Policy, Relationships and Sex Education Policy – all available on the school website).

2.7 Prevent Duties (Counter-terrorism)

The school will ensure all staff adhere to their duties in the Prevent Duty Guidance (2015) to prevent radicalisation. The Head and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure all staff (governors and volunteers) implement the duty.

This school will respond to any concern about Prevent as a safeguarding concern and will report in the usual way using local safeguarding procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. We will make referrals into the CHANNEL Panel (a counter-terrorism multi-agency approach to identify and provide support to individuals where there is a risk identified that the student may need de-radicalisation).

The school is committed to providing effective filtering systems to monitor the activities of children when on-line in school and actions taken relevant to this activity.

The school will use an appropriate format to record any concerns. These records will be kept and treated as a Child Protection Record, and will be stored accordingly.

2.6 The sending of indecent images from one person to another through Digital Media Devices

This school accepts that this is an increasing safeguarding concern and is one that requires a robust response. We will seek advice from agencies and professionals acknowledging that there is both national and local guidance that we need to adhere to in order to tackle concerns. We will work in partnership with our agencies. As well as our own in school procedures, we will refer to

- Derby City & Derbyshire Thresholds Document
- 'Sexting in Schools & Colleges: Responding to incidents & safeguarding young people' UK Council for child internet safety
- The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools.

2.7 The Criminal Exploitation of Children: Known as 'County Lines'

Signs, which may indicate criminal exploitation:

- Persistently going missing from school/home and/or being found out-of-area
- Unexplained money/clothes/mobile phones
- Excessive receipt of texts/phone calls
- Relationships with controlling/older individuals or groups
- Leaving home/care without explanation
- Suspicion of physical assault/unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results/ performance
- Gang association or isolation from peers and social networks
- Self-harm or significant changes in emotional well-being

Criminal exploitation of children is a safeguarding concern and requires discussion with the Safeguarding Team. They will seek advice from other agencies and refer to the Derbyshire's Safeguarding procedures. This will include referrals to Police and Social Care. Support will be offered to the victim.

2.8 Carrying Knives/Offensive Weapons and Gang Culture

Bringing a knife/offensive weapon into a school is a criminal offence and immediate action will be taken. The school will follow its 'Offensive Weapons Policy' and the DfE guidance 'Searching Screening and Confiscation Advice for Schools (2018)'. The school will apply its Behaviour Policy.

If a member of staff suspects a student of being involved with 'gang culture' this is a safeguarding concern. If staff have concerns, they will refer to the Safeguarding Team who will seek advice from other agencies and refer to Derbyshire's Safeguarding Procedures. The student may be an exploited child. Support will be offered to the victim

3 Safeguarding Roles and Responsibilities

3.1 All staff (including Governors and volunteers) have responsibility for the following:

- Being aware of the Derby and Derbyshire Safeguarding Procedures, and ensuring these procedures are followed
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring that the child's voice is heard and referred to
- Knowing who the School Designated Teacher for Safeguarding and CIC (Child in Care/Looked After Children) is and who the relevant SEND and Anti-Bullying staff are, including who is the school link Governor for Child Protection and Safeguarding
- Being alert to the signs of abuse, including specific issues in safeguarding and their need to refer any concerns to the Safeguarding Team in the school
- To be aware of the 'Allegations Against Professionals' LADO procedures and feel confident in using them, including how to report concerns about other staff and the setting. To also be aware that any concerns any staff have about the Head should be referred to the Chair of Governors
- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support. (see Confidential Reporting Code on school website www.belperschool.co.uk)
- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in education settings (2018)' relevant sections of Keeping Children Safe in Education 2018 and (see also the *Belper School Code of Conduct for Staff and Confidential Reporting Code*)
- To have read 'Keeping Children Safe in Education – September 2018' Part 1 and have signed to record this. Additionally, Governors to have read Keeping Children Safe in Education Part 2 and have signed to record this.
- Ensuring that their Child Protection training is up to date and that this is updated regularly
- Sharing information and working together with agencies to provide children and young people with the help and support they need. This includes supporting children in accordance with their Child Protection Plan as required
- Recognising that Children in Care and Care Leavers are more vulnerable than other children are and often have poorer educational outcomes. The school will help them to reach their potential and in conjunction with other agencies

will ensure their safety and well-being. This is especially needed during times of transition e.g. leaving care, transition educational provider

- Being aware of:
 - the Derby City and Derbyshire Safeguarding Children Board's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed,
 - and of the Confidential Reporting Code (Whistle Blowing 2015).
 - What child sexual exploitation/trafficking is and that they should seek advice and report any issues
 - The risk of a child being criminally exploited/involved in gang culture and that they should seek advice and report any issues
 - And recognise homelessness and the impact it has on the child
- To recognise the new requirements on Children Missing from Education and particularly those where it is believed a child may be leaving the country. To refer and adhere to Children Missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern that they are, or may be missing
- Recognising that Home Educated Children can be more vulnerable than other children with regard to the motivations of the intention to home educate. Therefore, recognising the responsibilities the school has to those who are thinking about, or who are about to, home educate, including those who have been removed from a school roll with a view to home educate
- Recognising their roles and responsibilities under SEND in that those children in the setting may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation
- When using reasonable force, that this is in line with national guidelines and takes into account individual student needs and risk management/care plans and in particular with regard to SEND.
- Recognising the needs of young carers in that they can be more vulnerable or placed at risk. Therefore, being able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff will need to refer into early help social care services for an assessment of their need
- Being aware of the school's Private Fostering Policy and have an understanding of host families (Annex A 'Keeping Children Safe in Education – September 2016' and recognising they have a duty to notify the local Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous
- All staff are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered extreme; as well as having an understanding of the British Values Agenda. This will include attendance at training on either Prevent/Wrap or training considered sufficient by the local authority, which fulfils the requirements of the Prevent Duty for schools. All staff know about Prevent duties and will report any concerns to the Safeguarding Designated Lead in the school who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process
- All staff should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.

- This school recognises the importance of learning from national and local Serious Case Reviews and Thematic Learning Reviews. We are aware of the impact this has on how we carry out our Safeguarding and Child Protection responsibilities and roles.
- If staff have concerns regarding a child, they should raise these with the Safeguarding Team who will normally decide on the next steps to take. However, any member of staff, governor or volunteer in a School can make a direct referral. The Safeguarding Team will usually seek 'Early Help' where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment. If at any time it is considered that the child may be a 'Child in Need' as defined in the Children Act 1989; or that the child has suffered significant harm or is likely to do so, a referral will be made to Local Authority Children's Social Care
Please refer to Appendix C: Child Protection in Belper School: Flow Chart of Concerns in School
- If staff feel unclear about what has happened to their concerns following a referral, they can enquire and obtain feedback

3.2 Governors and School Leadership are responsible for (and need to ask about):

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements
- Ensuring that they are up to date with emerging issues in Safeguarding and recognise the strategies of the Local Authority in trying to keep children safe In Derbyshire
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority on matters of Safeguarding in their school, liaising with other partners and agencies;
- Ensuring that we have Lead Designated Safeguarding Leads (DSLs) for Child Protection, one appointed from the Leadership Group who oversees and line manages the activities of all other leads in the school. The number of DSL's needs to be sufficient in number depending upon the size and demands of the school. That the DSL's are fully equipped to undertake the safeguarding role and that they have access to the appropriate training which has updates at least annually with certified training every two years
- Ensuring that a Designated Safeguarding Lead is on the premises and available at all times during the school day and that there is a contact for school holiday activities on site. Where this is not available or in exceptional circumstances, there is cover in place. Therefore, ensuring there is cover at all times and staff have a clear pathway for raising concerns in a timely way. This will include a process for contacting the DSL or gaining advice from DCC during trips, outings and residential visits
- Ensuring that we have a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEND alongside other nominated leads in the school on these issues

- Ensuring we have an appointed teacher who is responsible for Children in Care (CiC) who understands the safeguarding responsibilities and is fully aware of the local safeguarding procedures and the school's procedures for reporting, responding and recording child protection concerns
- Ensuring that there are procedures in place for handling allegations against staff, or volunteers and that any concerns staff and volunteers have (including concerns about the setting) are brought to the attention of the Local Authority Designated Officer (LADO) in every case
- Ensuring that all staff, who will be working in the school, have a mandatory induction, which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a child's safety or welfare, and knowledge about the school's policies and procedures
- Ensuring that all staff have regular reviews of their own practice to ensure ongoing personal/professional development
- Ensuring that all staff receive the appropriate training which is regularly updated
- Ensuring that we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families
- Ensuring that important policies such as those for behaviour and bullying are kept up to date. We will also have in place an on-line Safety Policy equipped to deal with a widening range of issues associated with technology
- Ensuring that children are taught about safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- Ensuring that the curriculum implements sex and relationships teaching making best use of PSHE to cover Safeguarding issues with children
- Ensuring that we understand and apply the national and local policies in relation to Children Missing in Education (CME) and Private Fostering; and that we notify the Children's Social Care department if it thought or known that a child may be privately fostered
- Ensuring that we notify the Children's Social Care department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan
- Ensuring that we use the Local Authority Case Referral Pathway on reporting concerns about extremism or views considered extreme which might include a referral to PREVENT/CHANNEL and/or Social Care.
- Ensuring that we act on 'Learning from Serious Case Reviews' – see appendix A;
- Ensuring that all staff (governors and volunteers) are made aware of the Confidential Reporting Code (Whistle Blowing 2015)
- Ensuring that all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually
- Making sure that the Child Protection and Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website

3.3 Creating a safe environment:

- We will ensure that all staff are competent to carry out their responsibilities for safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all staff feel able to raise concerns, along with being supported in their safeguarding role
- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the school's development (using the School Council and Year Group/Tutor Group Forums
- That the building, including its surroundings, are safe and one where children can feel safe
- That parents/carers know about our principles in safeguarding, and along with the local community are made familiar with these and are able to participate in any policy, procedure or initiatives which contribute to the safety of the children in that local community
- We recognise that during foreign exchanges and visit abroad there is a need to carry this out safely. We have a system in place to ensure the suitability of adult in families when arranging and hosting exchanges
- We recognise that when the school places students with educational provision we are responsible for the students' safeguarding. We will check/review to reassure ourselves of safeguarding arrangements, health & safety and well-being of our students. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement
- That we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with 'Keeping Children Safe in Education – September 2016' and Derbyshire County Council requirements regarding the Single Central Record

3.4 Recruitment and Staffing:

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required
- We must, where relevant, check the identity of a person being considered for appointment and their right to stay in the UK
- We must undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad
- We must ensure staff and volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post and this includes any Prohibition checks necessary for the post. We must make use of the DBS Service where appropriate
- That applications are scrutinised and further enquiries are made and evidenced around any need for clarification/further explanation

- We must pursue references with measures in place to ensure scrutiny and to verify all potential staff, then to raise alerts with a member of the Leadership Group if there any gaps in/or missing references
- We must be aware of the Disqualification by Association rules, having a relevant procedure in place which can be applied if required
- We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned, and be aware that this is a legal duty
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training
- That our volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children and have risk assessments in place for volunteers in the school undertaking activities with children
- That all our governors have the enhanced DBS and other checks that may be required
- That we understand the requirements if schools are hiring out their premises or use staff from their own setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children/young people who attend clubs, holiday schemes and other activities on their premises;
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the school/college, the local community and or viewed to be inflammatory e.g.- banned political groups

The Senior Designated Safeguarding Lead is **Tracy Revill [Student Service Manager (DSL)]** and the Deputy Designated Safeguarding Lead **Jo Hawkyard (Deputy Head/DSL)**. Jo is a member of the Leadership Team and is also the line manager for Safeguarding

The Learning & Safeguarding Mentors (also Designated Safeguarding Leads) are **Lyndsey Christie and Rachael Brown**

The above 4 people are the Belper School Safeguarding Team

The Designated Teacher for Looked after Children/Virtual School is **Rachel Sammels-Moore**

The Designated Teacher for SEND is **Angela Moore**

The Designated Leads are for Anti- Bullying is **Rachel Sammels-Moore**

The Designated Link Governor for Safeguarding is **Fay Atkinson**

The Designated Link Governor for Anti- Bullying is **Fay Atkinson**

The Designated link Governor for Looked after Children (Child in Care) is **Fay Atkinson**

4 Management of the Policy

The Governing Body will ensure that:

- All governors are effective in the management of safeguarding
- All staff (including all other governors and volunteers) read and have access to the policy
- The policy is displayed on the school's website
- The policy is overseen to ensure its implementation
- Its content is reviewed on an annual basis.

The Head will report annually on Safeguarding activity and progress within the school to the Governing Body.

The Designated Safeguarding Lead will complete the S175 Safeguarding Audit and Action Plan, which is used to report on safeguarding activity and progress. A copy of this is submitted to the CPM for Schools settings at Derbyshire County Council. This is held on file to be reported to the Derbyshire Safeguarding Children's Board.

The Head should report any significant issues, which may have an impact on Safeguarding in the School to the Chair of the Governing Body, using the processes within the Local Authority to report.

5. Safeguarding Processes and Procedures

The School will deliver its responsibilities for identifying and acting on Early Help needs, Safeguarding and Child Protection in line with the policies and procedures identified in the Derbyshire Safeguarding Children's Board Policies and Procedures Guidance.

A threshold Document is available, assisting with meeting, a child's needs in Derbyshire, and can be found in the Derbyshire & Derby City Safeguarding Board Procedures. This document should be used to identify the level of concern and next course of actions

5.1 Early help

All staff are made aware of what Early Help means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the Safeguarding Team, liaising with other professionals and supporting children identified in the school (i.e. potentially vulnerable and those who are vulnerable) who may need Early Help intervention.

The provision of Early Help Services should form part of a continuum of help and support to respond to the different levels of need of individual children and families – for more information school staff can refer to Derbyshire's 'Early Help Offer' and Starting Point

https://www.derbyshire.gov.uk/social_health/children_and_families/support_for_families/default.asp?VD=startingpoint

Starting Point is Derbyshire's first point of contact and referral service for children; including advice, support and next steps. This includes a professional's advice line for Designated Safeguarding Leads to use.

We will follow the referral process for all Early Help requests by using an electronic form made available on the Derbyshire County Council website

When an on-line form is received they are screened, and advice is given around the next steps when Early Help support for the child and family is requested. In all cases, the Senior Practitioner will decide which service within Children's Social Care is best placed to meet the child's needs. This manager will contact the school and discuss. Those that meet a threshold will be passed to either the Multi-Agency Team or Children's Social Care for assessment.

Please see Appendix D: Belper School Child Protection Concern Flowchart.

5.2 Referring to Children's Social Care

Belper School will ensure that if any staff has concerns about the welfare and safety of a child, discussions take place with the Safeguarding Team as soon as they are aware or know about a concern. They will act upon the information received as soon as possible, however, we also recognise anyone can make a direct referral into social care.

Where welfare and safeguarding concerns are identified e.g. a child having an injury or making a disclosure of sexual abuse, this is a child protection concern and safeguarding procedures must be followed. A **telephone referral** must be made to Starting Point Derbyshire's first point of contact for children and younger adults for referral into Children's Social Care. A copy of the Early Help Assessment will be attached to the written confirmation.

If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of the Multi-Disciplinary Plan and supporting document, and evidence to support a threshold should be attached to the written confirmation. If the professional does not have a copy, reference to the completed Early Help Assessment should be made in the written confirmation. Details within the reference should include who undertook the Assessment and their contact details if known. For Starting Point to provide feedback an email contact must be provided and the name of the person nominated in school to receive the feedback.

When a member of staff, volunteer, parent, practitioner, or another person has concerns for a child, and if the school is aware that the case is open to the Multi-Agency Team, they should discuss this with the Allocated Worker or their manager to request escalation to Children's Social Care. If the child does not, at that time, have a lead professional or allocated Social Worker, the school should contact Starting Point.

The school will ensure that we have spoken to the family about our concerns and proposed actions unless to do so would place the child at significant risk (imminent danger because of a disclosure made); the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative, that advice is sought immediately **as soon as the school becomes aware of this and prior to the child returning home.**

Essential information for making a referral includes:

- Full names and dates of birth for the child and other members of the family.
- Address and daytime phone numbers for the parents, including mobile.
- The child's address and phone number
- Whereabouts of the child (and siblings)
- Child and family's ethnic origin
- Child and family's main language
- Actions taken and people contacted
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information
- The details of the person making the referral.

Other information that may be essential:

- Addresses of wider family members
- Previous addresses of the family
- Schools and nurseries attended by the child and others in the household
- Name, address and phone number of GP/Midwife/Health Visitor/School Nurse
- Hospital ward/consultant/named nurse and dates of admission/discharge
- Details of other children who may be in contact with the alleged abuser
- Details of other practitioners involved with the family
- Child's legal status and anyone not already mentioned who has parental responsibility
- History of previous concerns and any previous CAF or Initial Assessments completed
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.

Where there is a difference of professional opinion schools are able to escalate their concerns using the Derby City & Derbyshire Escalation Policy available on the Derbyshire Safeguarding Board's website.

5.3 Records

All concerns about a child will be recorded and records kept. This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff designated in a role to safeguard children at the school.

We will follow the Local Authorities' current guidance on the keeping, transfer and retention of records and wait any instruction, and will agree to amend our policy in line with the Goddard Enquiry (historical Child Protection records on children and records on staff where there are allegations).

We will follow the Local Authority's current guidance on the Child Protection Record Keeping for Schools (incl. Transfer, Storage & Retention – July 2017) and await any instruction with regard to the National Inquiry into Child Sexual Abuse. We will therefore not destroy any child protection/welfare records, including records which hold information on allegations against staff and any other person working in/or connected to the school.

5.4 Recruitment

Belper School will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the 'Keeping Children Safe in Education - September 2018' and any supporting DBS documentation are also followed in all cases.

All interview panels will have at least one member who has undergone Safer Recruitment Training with the necessary skills and knowledge. We will, in all cases check on, for example:

- Identity of candidates
- Professional qualifications
- Right to work in the UK
- Make overseas checks where relevant
- Ask for and follow up at least two references
- Scrutinise applications for gaps in employment
- Include a question regarding safeguarding and a follow up question if we feel it is needed

We will have a Single Central Record which will cover all staff, including governors, and volunteers where necessary, according to their role and responsibility. We will ensure this record is regularly updated and reviewed in line with national and local requirements.

We will ensure that all staff are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed.

Belper School will ensure there is a Staff Code of Conduct, ensuring all staff and volunteers are familiar with Safer Working Practices; which includes all new staff, volunteers and all others working within the school. This also includes advice on conduct, safe use of mobile phones and guidance on personal/professional boundaries in emailing, messaging, or participating in social networking environments.

We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process, and if in any doubt will seek further HR and/or legal advice.

5.5 The Disclosure and Barring Service (DBS)

The Disclosure and Barring Service (DBS) helps employers make Safer Recruitment decisions, which helps prevent unsuitable people from working with vulnerable groups, including children.

The DBS are responsible for

- processing requests for criminal records checks
- deciding whether it is appropriate for a person to be placed on or removed from a barred list
- placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales and Northern Ireland
- Providing an online DBS service.

The DBS search police records and, in relevant cases, the barred list information, before issuing a DBS certificate to the applicant.

A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity where the definition of regulated activity is met. We will have a clear understanding of what regulated activity is and the implications for volunteers in the school. This may mean undertaking risk assessments.

We will follow advice on DBS checks as detailed by this guidance and this will include:

- where relevant, a separate Barred Check List has been completed
- that individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this
- a check to include a Secretary of State Prohibition Order (Teacher Prohibition Order)

5.6 Dealing with allegations against staff who work with children

The school will adhere to the procedures set out under 'Allegations Made against Professionals' (allegations of abuse by teachers and other staff). This can be found on the Derbyshire and Derby City Safeguarding Procedures.

If a member of staff has concerns about another member of staff, then this will be referred to the Head. Where there are concerns about the Head this will be referred to the Chair of Governors. We will ensure that all allegations are discussed with the Local Authority Designated Officer (LADO) in every case using the Derby & Derbyshire LADO referral form and that this is done by an appropriate member of the Leadership Group. ***Please see Appendix C for the LADO referral flowchart.***

The school will ensure we have followed all the necessary duties and processes under this process and Whistle Blowing, and this will be undertaken in accordance with guidance.

Appendix A: Learning from Serious Case Reviews (SCRs) and Serious Incident Learning Reviews (SILRs)

Derbyshire Safeguarding Children Board recognises the importance of learning and improving from our experiences in this area. A range of learning and themes from SCRs and SILRs have been identified from our most recent reviews, and from the preceding years.

In 2012 we have learnt that:

Babies are particularly at risk from abuse and neglect including:

- Shaking
- Co-sleeping
- Domestic abuse
- Methadone used as a soother
- Lack of ante-natal assessment.

Teenagers - a quarter of all SCRs/SILRs have been about the serious injury or death of a teenager. Issues include:

- Suicide/self-harm
- Child Sexual Exploitation (CSE)
- Offending behaviour
- Missing from school, home or care
- Difficult to engage.

Parents- the death or serious injury of children and young people often has contributory factors including:

- Substance misuse
- Mental health
- Domestic abuse
- Hostility/non-engagement
- Disguised compliance
- Violent men.

It is vital that themes and learning is shared across all agencies to improve practice and increase safeguards to children and young people. The SCR sub-committee has identified a number of practice developments for professionals including:

- Information gathering, sharing and recording.
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information.
- Ensuring the needs of the child is paramount above those of the parents.
- Seeing a child at home and where they sleep.

In 2013/2014 in summary form we learnt that there are common themes

- Domestic abuse
- Substance misuse
- Vulnerabilities of older teenage children
- Suicide/self-harm
- Shaken babies/youngsters
- Disguised compliance from parents/carers
- Agencies should be consulted before closing cases
- Risk to children should be assessed when in contact with perpetrators of domestic abuse
- Not to have overoptimistic or unrealistic expectations of improvements seen or made, as it is not likely reflective of past or current risk.

From Serious Case Reviews (East Midlands and wider) in 2015 we have learnt that we need

- A requirement for holistic & family based approach to ante-natal care and the importance of recording a full history of parents
- A need for professional curiosity into parental capacity & the mental health of parents
- To find out about the role of fathers/male partners/boyfriends in families
- To understand how mental health issues impact on the welfare & development of young children
- To act upon disrupted education, going missing, school refusal
- To know about the need to distinguish between sexual abuse, sexual exploitation, and or/underage sexual activity
- To identify neglect in disabled children
- A requirement to know about and use escalation & challenge processes provided by a safeguarding board where there are professional disagreements
- To know that when safeguarding teenagers understanding a tension between respecting their autonomy and keeping them safe
- To understand the impact of bereavement, loss and transition for children and especially young people
- Realise and respond to parents who dominate and manipulate Team Around the Family (TAF) meetings (Early Help/Child In Need) by disputing points, creating diversions & feigned compliances with recommendations.

In 2017/2018 in summary form, we learnt:

- The importance of authoritative practice
- To be alert to disguised compliance
- The importance of professional curiosity
- To be alert to the possibility of abuse
- For all professionals to consider an Early Help Assessment
- To hear to the voice of the child
- To understand and record the child's lived experience

Learning for Schools from SCR's and Serious Incident Learning Reviews (SIR's):

- appropriate representation is needed at key meetings- Child Protection Case Conferences
- effective multi-agency working
- working more SMART (ly) with children and Young people
- effective information sharing to inform assessments
- staff to be curious, inquisitive and ask more questions
- reflection and constructive challenge for staff when working with vulnerable children and young people
- staff to observe safer working practices
- staff to be reminded of a code of conduct and staff to operate by one.

Relevant SCRs:

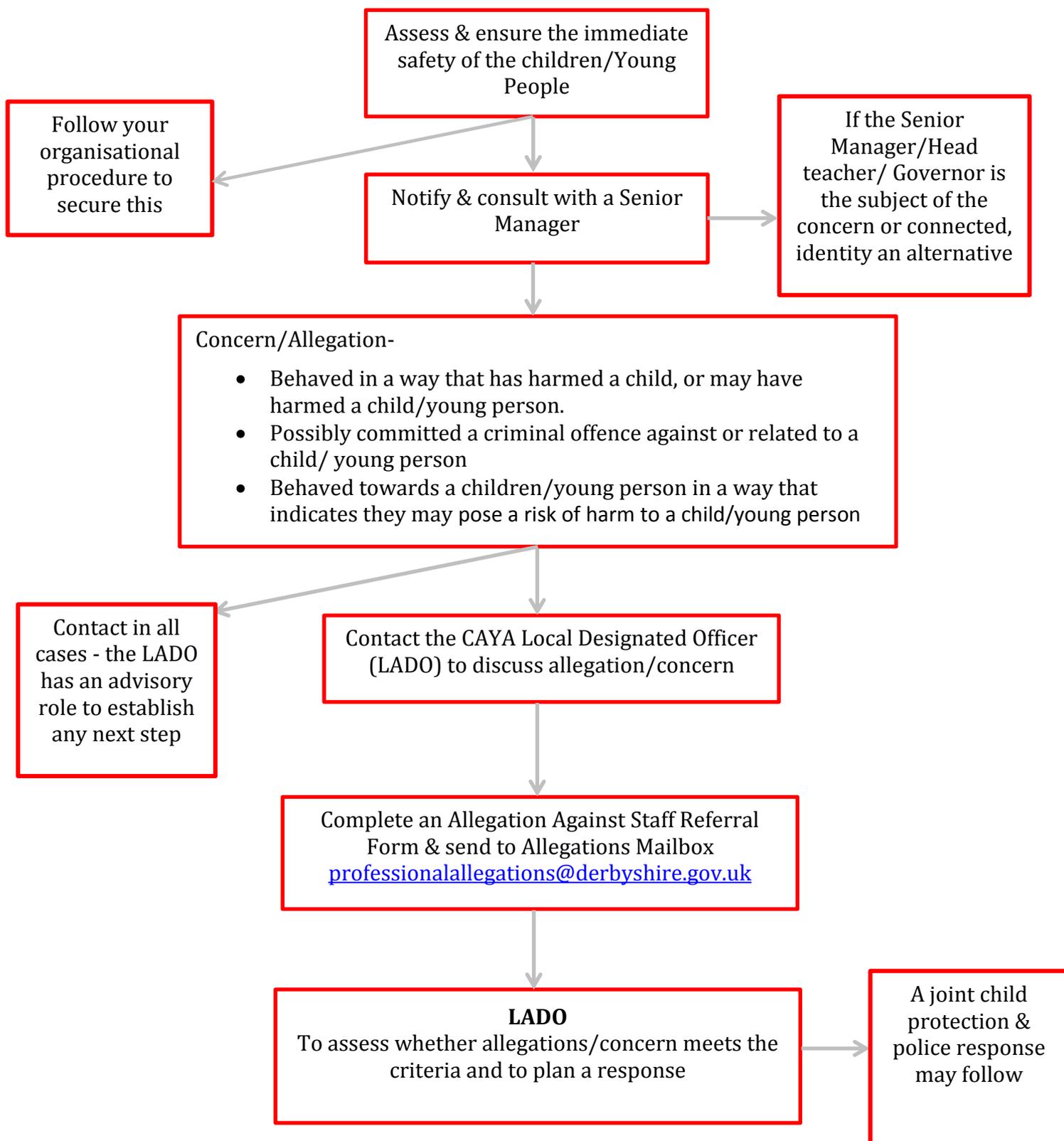
Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and learning relevant for schools can be found at

http://derbyshirescbs.proceduresonline.com/chapters/p_serious_case_rev.html

APPENDIX B

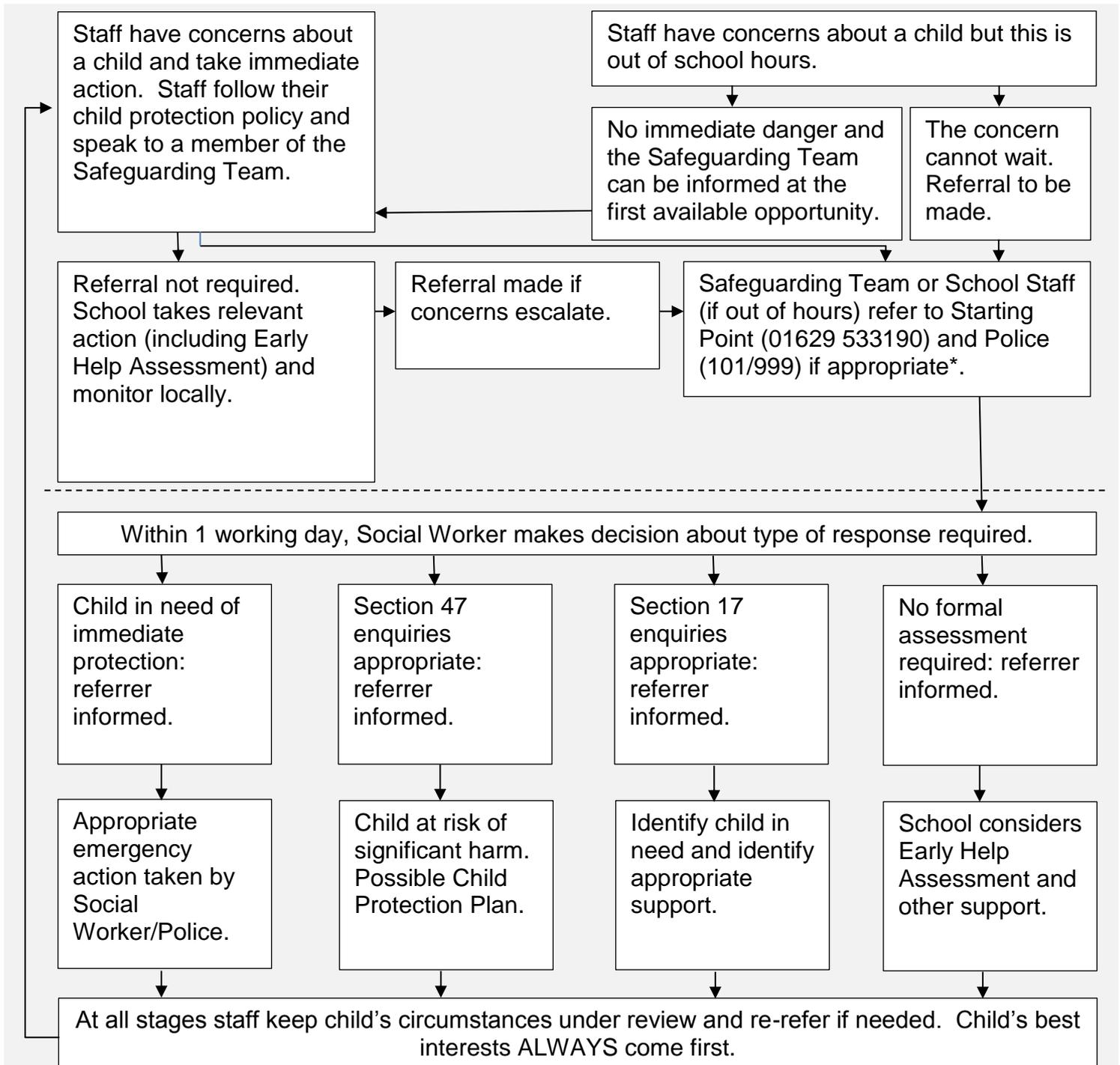
Allegations/Concerns Against Staff & Volunteers- Child Protection Process Education & Schools

Version 1
June 2014



APPENDIX C

CHILD PROTECTION IN BELPER SCHOOL AND SIXTH FORM CENTRE FLOW CHARGE OF CONCERNS IN SCHOOL



* If out of hours report made by member of staff, please inform the Safeguarding Team at the first available opportunity.

Section 47: Child Protection Initial Assessment
Section 17: Child in Need Initial Assessment