



Child Protection and Safeguarding Policy 2021-2022

Full Governing Body

Date approved: 7 October 2021

Updated:

Policy Adapted from:

Derbyshire County Council Model CP and Safeguarding Policy for Schools
D Peacock, Safeguarding Manager, Derbyshire County Council 26.08.2020
V11 2020/21

BELPER SCHOOL AND SIXTH FORM CENTRE CHILD PROTECTION AND SAFEGUARDING POLICY

The Senior Designated Safeguarding Lead is:

Gavin Brookes, Assistant Headteacher

The Deputy Designated Safeguarding Leads are:

Rachael Brown and Gemma Gibson and Nick Goforth (Headteacher)

- (The 4 colleagues above constitute the Student Wellbeing Team, along with our Family Support Worker, Alison Bond)
- Safeguarding Office is in the Maths building, phone extension 239
cp@belperschool.co.uk
- Family Support Worker Office is in the Maths building, phone extension 285

The Appointed Teacher for Looked After Children/Virtual School:

Ros Conroy

The Appointed Teacher for SEND:

Ros Conroy

The Designated Lead for Anti- Bullying:

Gavin Brookes

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

Other Pastoral Members who take responsibility for safeguarding are:

Headteacher, Heads of Year, Head of Sixth Form

1. Introduction and Context

1.1 Vision and Values

Vision & Values – Create Your Future

Belper School is committed to provision of a high- quality educational experience which develops in students the aspiration, knowledge, skills and understanding they require to create happy and successful futures for themselves. We summarise this vision in the phrase **“Create your future. Be who you are and become who you aspire to be.”**

At its core our ethos is 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.

Belper School has a determination for all students to fulfil their potential and experience success. There is a commitment to high quality learning and teaching which challenge and inspire all, ensuring that individual needs are met and that students can make progress, develop and grow to make a valued and positive contribution to society.

Emphasis is placed on a broad and balanced curriculum that enables horizons to be broadened and promotes independence, creativity and enjoyment. Within the school there is a passionate belief in providing diverse and rich opportunities and encouraging students to step up and participate in what is on offer. There is a drive to celebrate success and take pride in, and reward, effort and achievement.

Mission Statement

Our educational mission is to provide excellence, inspiration, drive and a sense of community.

Excellence – We strive to provide a high quality learning environment which enables all students to achieve excellence

Inspiration – We aim to deliver an inspirational curriculum which allows all students to be who they are and become who they aspire to be

Drive – Our staff drive themselves to provide the best possible education for our amazing students

Community – We believe in creating a positive and supportive learning community that is supportive and caring, enabling all students to participate, achieve and flourish.

We work closely with our feeder primary schools (via the Belper Heads Forum) and are part of a secondary school cluster. We hold multi-agency meetings and invite all relevant external agency representatives from a breadth of organisations. We have a dedicated in-school Student Wellbeing Team (DSLs and Family Support Worker). We share a Family Support Worker with several local feeder primary schools. We recognise that there may be particular contextual threats to the safety and well-being of our students, and that these may change over time. We seek to work in partnership with young people, parents/carers and external agencies to achieve a calm, safe learning environment and to help young people recognise and safely manage risk. *For the school's Vision and Values Statement, 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. This is an overarching policy.

“Child” as written in this policy is a child until 18.

“Child” as written in this policy is of statutory school age.

“Staff” as written in this policy means; any one with contact to a child or young person, all teaching staff, non-teaching staff, Governors and volunteers. “Staff” status extends to all supply/agency workers used by the school for duties in school.

This policy should be read in conjunction with:

‘Working Together to Safeguard Children’ (updated 2019) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. This is part of our staff annual safeguarding training.

“Keeping Children Safe in Education” 1st Sept 2021 which is the statutory guidance for schools and colleges. (This is part of our annual staff safeguarding training. Part 1 is compulsory minimum reading for all staff except Senior Leadership Team and Governing Body. The latter 2 groups both read and sign for parts 1 and 2 as compulsory minimum)

[“What to do if worried a child is being abused” \(March 2015\)](#)

“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).

Furthermore, we will follow the Procedures set out by the local Safeguarding Partnership (formally DSCB).

We have adopted the following policies and guidance on offer from Derbyshire's Education Safeguarding Services:

- Offensive Weapons Policy
- Tackling Extremism and Radicalisation Policy
- Self-Harm Policy
- Online Safety in a Digital World Policy
- Private Fostering Policy
- Separated Parents Policy
- Single Equality Policy and Equality Objectives 2018-2021
- Code of Conduct for Staff
- Confidential Reporting Code
- Acceptable Use of the Internet and Electronic Communication Policy

Public policies are located on the school website. Personnel policies are on the school's staff intranet.

In accordance with the above procedures, we complete an annual audit of our Safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 and 2006). A copy is sent to the Local Safeguarding Partnership.

Multi-agency partnership Arrangements

This school will continue to work in partnership with the Derby City and Derbyshire Safeguarding Children Partnership and follow relevant local arrangements under the new local safeguarding partnership arrangements. It is expected that the Derby and Derbyshire Safeguarding Partnership will name local schools and colleges as relevant agencies and as such we will be under a statutory duty to co-operate with the published arrangements.

1.3 Our Principles

Safeguarding arrangements at this school are underpinned by these key principles:

- Safeguarding is everyone's responsibility: all staff should play their full part in keeping children safe;
- We will aim to protect children using national, local and school child protection procedures;
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together to Safeguard Children 2018 (updated 2019);
- All staff will have 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 of safeguarding in the school and that the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- We operate a child-centred approach: prioritising a clear understanding of the needs, wishes, views and voices of children.

1.4 Our Policy

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 relevant policies pertaining to safeguarding, as appropriate.

2. Types of Abuse

2.1 Children with Emerging Needs and who may require Early Help

All staff working within the school should be alert to the potential need for Early Help for children, following the procedures identified for initiating Early Help using the local and current Safeguarding Partnership Threshold Document. Staff should give particular consideration to a child who presents with one or more of these characteristics);

- Is disabled and has specific additional needs;
- Has special educational needs;
- 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, domestic violence; and/or
- Is showing early signs of abuse and/or neglect;
- Is showing signs of emotional/mental ill health
- Is showing signs of displaying behaviour or views that are considered to be extreme;
- Is misusing drugs or alcohol themselves;
- Is not attending school or are at risk of exclusion from school;
- Is frequently going missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, exploitation, radicalised;
- Is not in education, training or employment after the age of 16 (NEET);
- With health conditions
- With mental health needs
- With a family member in prison or who are affected by parental offending
- Who are at risk of honour-based abuse (such as FGM or forced marriage)
- Who are persistently absent from school (including for part of the day)

These children are more vulnerable than others; this school will identify who their vulnerable children are, ensuring all staff know the processes to secure advice, help and support where needed.

2.2 Child Abuse

In relation to children, safeguarding them and promoting their welfare are 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, updated 2019) which are defined in the "Keeping Children Safe in Education Statutory Guidance, 2021".

Details of this can be found in **Appendix A** at the rear of this document.

3. Signs of Abuse (Child Protection)

This school understands that there are indicators of child abuse; however, these should not be considered as a definitive list, but used when considering the possibility of abuse in children.

A full explanation of indicators is in **Appendix B**.

4. Specific Safeguarding Issues

The school will endeavour to ensure staff are familiar with the following issues. The school has processes in place to identify, report, monitor these concerns;

- Bullying, including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together to Safeguard Children 2018 (updated 2019)
- Children at Risk of Criminal Exploitation (CRE) as defined by Local Safeguarding Partnership procedures
- Domestic Abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Breast Ironing
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/violence against women and girls (VAWG)
- Hate Crimes
- Mental Health concerns
- 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 listed earlier in this policy, this school will incorporate the signs of abuse and specific safeguarding issues into briefings, staff Induction training, and ongoing development training for all staff.

The school will also access broad Government guidance, local procedures, strategies and tools through the Local Safeguarding Partnership

The Designated Lead and Deputy Safeguarding 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 pertaining to national and local emerging concerns.

4.1 Prevent Duties

The school will ensure all staff will adhere to their duties under Prevent, as detailed in the [Prevent Duty Guidance 2015](#), (also [Prevent Duty Guidance for Schools](#)) to have due regard to the need to prevent people from becoming drawn into terrorism and extremism. The Headteacher and Chair of Governors will:

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

This school will respond to any concern about Prevent as a safeguarding concern and will report using Local Safeguarding Procedures. This will involve making a referral to the police Prevent team in order to develop a support plan for the individual. This may progress into CHANNEL where the risk is identified, and the individual may need extensive support. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

The school is committed to providing effective filtering and monitoring systems, this will include monitoring the activities of children when on-line in the school. Disciplinary action may be taken as a consequence to student activity.

The school will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate.

The school will ensure all staff, including governors and volunteers, adhere to their duties in the Prevent Guidance 2015 to prevent radicalisation and extremism. The Headteacher 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 (including Governors and volunteers) implement the duty.

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 CHANNEL where the risk is identified.

The school is committed to providing effective filtering and monitoring systems, this will include monitoring the activities of children when on-line in the school and implementing appropriate actions/sanctions as a consequence of misuse.

4.2 Domestic Abuse

Domestic Abuse is rarely a one-off incident, rather part of a pattern of power and control. It is defined as any threatening behaviour, violence or abuse between adults who are, or have been in a relationship; or between family members. It can be psychological, physical, sexual, financial or emotional abuse.

Children living with Domestic Abuse in their home or who are caught up in incidents of Domestic Abuse, are victims, and this can seriously harm children and young people. Some children are physically harmed as they can get caught up in the incident, some children are witnesses to the abuse, or hear the abuse. The impact on children living in a household where there is Domestic Abuse is likely to influence their development and social skills. We will treat any disclosure of information relating to Domestic Abuse as a safeguarding concern and we will follow local Safeguarding Procedures.

Belper School and Sixth Form Centre receives a notification (Stopping Domestic Abuse Together) from Derbyshire Police where there has been an incident in a household involving a pupil at this school. SDAT stands for Stopping Domestic Abuse Together, an initiative led by Derbyshire Police in conjunction with Social Care, Health Services and other agencies, who work together to safeguard children and adults.. We have agreed processes on how to respond and support the pupil whilst in school and are able to escalate any safeguarding concerns into Children's Social Care services using the local Derby and Derbyshire Safeguarding Procedures.

Teenagers aged 16/17 years within a relationship are protected by Domestic Abuse Safeguarding Procedures and the law. If our school is aware of any information received about such a concern, we will treat this as safeguarding concern and follow our safeguarding processes.

A Multi Agency Risk Assessment Conference (MARAC) is a victim-focused information sharing and risk management meeting attended by all key agencies, where high risk cases are discussed. In a single meeting, MARAC combines up to date risk information with a timely assessment of a victim's needs and links those directly to the provision of appropriate services for all those involved in a domestic abuse case: victim, children and perpetrator. A multi-agency response is essential in ensuring that victims and their families are as safe as possible.

Our school recognises this process and understands that as a partner we can make a referral into MARAC, based on information provided to them by a child, parent/carer:

<https://saferderbyshire.gov.uk/what-we-do/domestic-abuse/staff-guidance/adults/marac/multi-agency-risk-assessment-conference.aspx>

The necessary form to make a referral is available here: [dariskassessmentandreferral](#)

4.3 Emotional/Mental Health and Wellbeing

All staff should also be aware that mental health problems may, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences, (ACES), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

At Belper School and Sixth Form Centre we have delivered staff training on ACES and attachment issues. The school is working towards Attachment Aware School status within a programme delivered by the Virtual School, Derbyshire. We also work with Derbyshire Behaviour Support Service, Educational Psychologists, Child and Adolescent Mental Health Services (CAMHS) and other professionals to promote student mental health and staff awareness of concerning indicators. We have a dedicated mental health section on our website. During 2019/2020 we invested in Emotional Literacy Support Assistant (ELSA) training for one higher level teaching assistant. In 2021/2022 we will train at least one more colleague as an ELSA.

If staff have a mental health concern about a child we will respond to the concern, and discuss our concerns with parents/carers/social worker (unless doing so would place the child at risk of harm) and seek ways to support the child in and out of school.

Our school will contact the local School Community Advisor (SCA) at Rivermead, Belper, Derbyshire for advice:

<https://www.camhsnorthderbyshire.nhs.uk/specialist-community-advisors>

<https://schoolsnet.derbyshire.gov.uk/site-elements/documents/news/camhs-specialist-community-advisers-leaflet.pdf>

SCA advice will also be sought prior to approaching the School Nurse allocated to Belper School and Sixth Form Centre.

We will use this website to help us signpost staff and families to information and help: <https://derbyandderbyshireemotionalhealthandwellbeing.uk/>

If a child presents with a risk of serious immediate harm and is at risk of taking their own life, we will quickly seek advice from the urgent CAMHS services and/or seek medical intervention.

<https://www.derbyshirehealthcareft.nhs.uk/services/childrens-mental-health-services-camhs-derby-and-southern-derbyshire/im-professional/camhs-rise>
<https://www.camhsnorthderbyshire.nhs.uk/urgent-care>

Only appropriately trained professionals should attempt to make a diagnosis of a mental health condition. However, our school will provide information and signposting services to children and parents/carers and assist with the teaching of emotional health and wellbeing to children, via our curriculum.

4.4 Online Safety, Cyber Security (including remote/blended learning)

We will ensure that we have information and processes to raise awareness of online safety and cyber security.

Staff and pupils will be made aware of online safety issues and concerns, through policy, training and the curriculum, plus assemblies, competitions and sign-posting to relevant information. This delivery covers a range of online safety issues, including online fraud and scams, copycat websites, phishing e-mails, identity theft, cyberbullying/trolling, cyberstalking, online grooming, online radicalisation, offensive/illegal content, child sexual exploitation and youth-produced sexual imagery (sexting), social media.

Cyber security is a growing safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We will work with Derbyshire Education Hub, Derbyshire Audit Services and / or Derbyshire Constabulary Cyber Protect Officer as appropriate to maximise our cyber security procedures. We will use the recommended national and local guidelines if / when staff and pupils need to work remotely.

We will work with the Derbyshire Community Safety Team, Derbyshire Constabulary Cybercrime Team and the regional cybercrime team at EMSOU (East Midlands Special Operations Unit) as appropriate to help identify, and provide support and diversionary services to cyber-gifted and talented pupils, who are identified as being vulnerable, or at risk of exploitation, in terms of committing cybercrime. We will use the Cyber Choices Toolkit, 2020 and referral pathways for pupils. www.saferderbyshire.gov.uk/cyberchoices

The following policies pertain to online safety:

- Online Safety in a Digital World Policy
- Acceptable Use of the Internet and Electronic Communication Policy
- Policy on the use of Mobile Phones/Entertainment/Communication Devices

We have shared guidance for safe blended/remote learning and teaching with staff, and will continue to refresh and share this advice as appropriate during the academic year 2020/2021.

The Local Authority has provided additional information and guidelines which we have taken into account. These are found in **Appendix C**, Remote/Offsite Working- advice for schools issued June 2020 (LA Education Hub).

4.5 Relationship, Sex, Health Education (RSHE)

Relationship, Sex and Health Education is compulsory. As a school we have developed our approaches to meet statutory requirements. These include equality, diversity and difference.

Our Heads of Year have developed the schemes of work for this aspect of the curriculum, in conjunction with senior leaders and these have been updated in line with the national drive to eradicate sexual abuse and harassment. The team regularly meet to discuss and develop this crucial aspect of learning. At Belper School and Sixth Form Centre, healthy relationships are placed at the heart of school life.

We acknowledge that there may be times during the teaching of RSHE, when children may need an opportunity to talk to a trusted adult in the school. Children may want to talk about experiences at home or in the community. This may trigger discussions with a member of our Student Wellbeing Team, DSLs. We will listen to the child, then decide on any next steps and action.

4.6 Child Sexual Exploitation (CSE) and Children at Risk of Exploitation (CRE) (Child Protection)

We recognise that this is relevant to both boys and girls.

Risk factors may include;

- Going missing, staying out unusually late
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Overly secretive
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Association in gangs
- Unexplained injuries
- Carrying weapons, access to or carrying unusual number of mobile phones

All suspected or actual cases of CSE/CRE are a safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they should refer to the Student Wellbeing Team, DSLs within the school.

4.7 Female Genital Mutilation-FGM (Child Protection)

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

All suspected or actual cases of FGM are safeguarding concerns in which safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Student Wellbeing Team, DSLs within the school unless there is a good reason not to do so.

Signs may include;

- Days absent from school
- Not participating in Physical Education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category* especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM

**parents from a country who are known to practice FGM*

4.8 Allegations of abuse against other children/Peer on Peer Abuse (Child Protection)

We recognise that some children abuse other children or their peers; the reasons for this are often complex and multi-faceted. We understand that 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, with an expectation to eliminate this conduct in the school.

Peer on Peer Abuse is a safeguarding concern and will require a discussion with a member of the Student Wellbeing Team, DSLs. They will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the Local Authority. This may mean a referral into the Police and Social Care. The school may apply sanctions in accordance with the Behaviour policy. The school will offer support to any victim and appropriate support to any alleged perpetrator.

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 Crime;
- Homophobia;
- Based on gender differences and orientation;

- Based on difference.

As a school we recognise that peer on peer abuse can take place in intimate personal relationships between peers. We also recognise that peer on peer abuse includes causing someone to engage in sexual activity without consent (for example, forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)

We will adhere to the guidance available to schools/settings - ***Sexual Violence and Sexual Harassment in Schools/Colleges between Children (December 2017)*** and we will identify, report and respond to any issues/incidents raised. These may be reported by students to any staff but are most likely to come through the Student Wellbeing Team, Pastoral Teams, Senior Leadership Team and Focus Room. We will challenge this type of abuse whenever it is brought to the attention of staff, who should report concerns immediately to our Student Wellbeing Team, DSLs. We will use approaches within the curriculum to address and tackle Peer on Peer Abuse.

Policies which support the creation and maintenance of a culture of healthy, non-abusive relationships are;

- Single Equality Policy and Equality Objectives APRIL 2018- APRIL 2021
- Relationships and Sex Education Policy

Belper School and Sixth Form Centre acknowledges the Voyeurism Act 2019, and the concerns around **up skirting**. This can be a form of Peer on Peer Abuse and may constitute a criminal act. Any incidents will be treated as safeguarding concerns and we will follow our usual procedures when dealing with such an incident. This will mean reporting any such incident to the police.

4.9 The Sending of Indecent Images from one person to another through Digital Media Devices

This school accepts that this is a safeguarding concern and one that is increasing in society, requiring a robust response. We will seek advice from agencies and professionals, acknowledging that we need to adhere to both national and local guidance in order to tackle concerns and work in partnership with external agencies.

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](#)

[The DfE guidance, June 2019 on Teaching Online Safety in Schools](#)

4.10 The Criminal Exploitation of Children (CEC):

Signs which may indicate criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or 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 or social networks
- Self-harm or significant changes in emotional well-being

Criminal Exploitation of Children is a safeguarding concern and will require a discussion with a member of our Student Wellbeing Team DSLs, who will seek advice from agencies and professionals. This will include reference to safeguarding procedures as outlined by the Local Authority. This will mean a referral into the police and Social Care. The school will offer support to any victim(s).

4.11 Serious Violence/ Carrying Knives/Offensive Weapons and Gang Culture

Bringing and carrying a knife/offensive weapon onto school premises is a criminal offence and immediate action will be taken by calling the police. The guidance on Searching, Screening and Confiscation for Head teachers, Schools and Governors, January 2018 will be consulted and the school will apply the Behaviour policy.

If a member of staff suspects a student of being involved in gang culture, this is a safeguarding concern and will require a discussion with a member of our Student Wellbeing Team, DSLs. We will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the Local Authority. The student may be an exploited child and victim, to whom the school will offer appropriate support, guided by specialist agencies.

5. Safeguarding Roles and Responsibilities

All staff who have contact with a child or young person, including Governors and volunteers, have responsibility for the following:

- Being aware that the Local Safeguarding Partnership procedures must be 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 the identity of the school's Senior Designated Safeguarding Lead/Deputy Designated Safeguarding Leads (Student Wellbeing Team), Family Support Worker (Student Wellbeing Team, Early Help) Designated

Teacher CIC (Child in Care / Looked After Children), SENDCo (Special Educational Needs and Disabilities Co-ordinator), Anti- Bullying Lead, plus the identity of the Link Governor for Child Protection and Safeguarding; (please see list at front of policy)

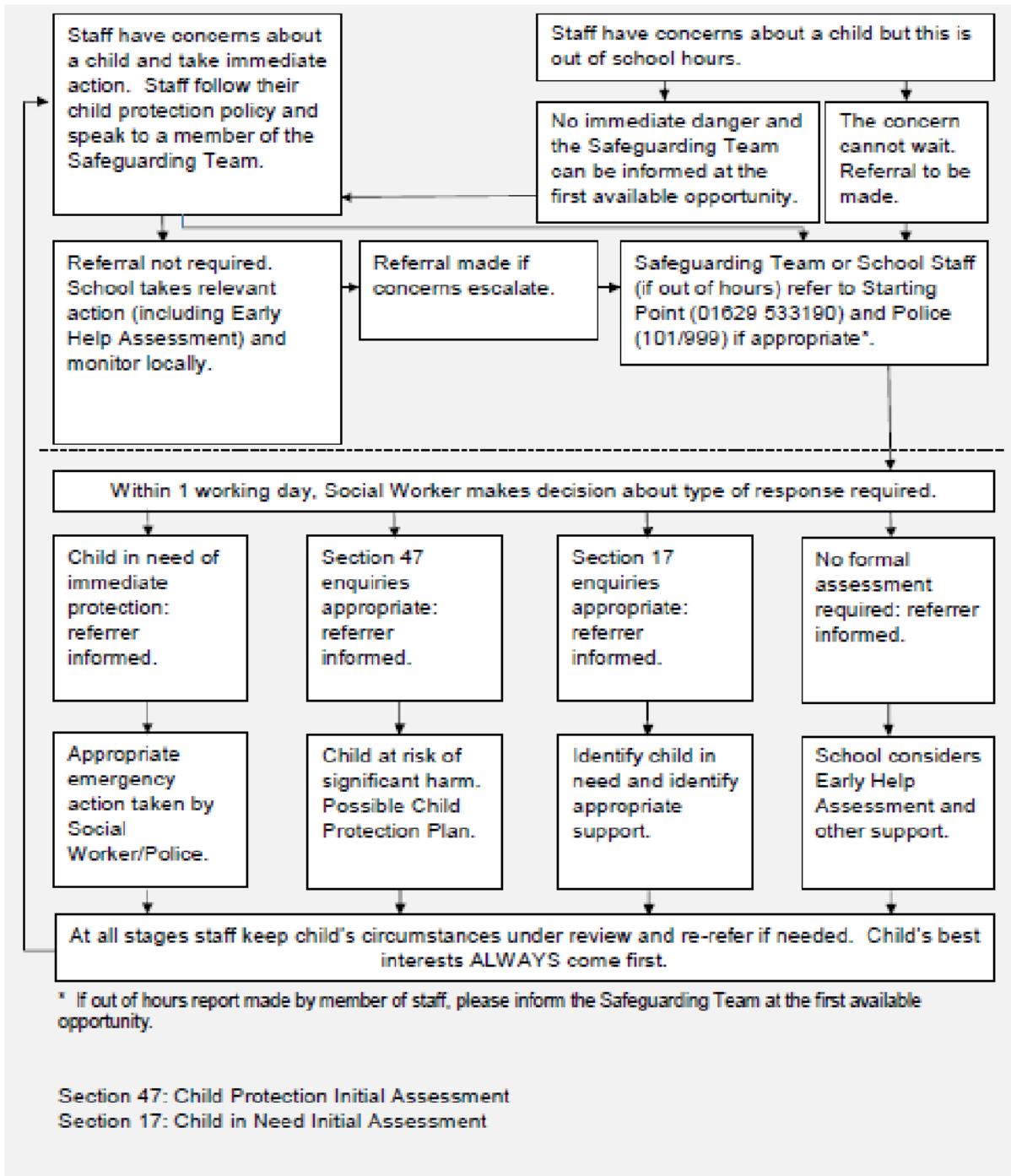
- Being alert to signs of abuse, including specific issues in safeguarding and the need to refer any concerns to the school Student Wellbeing Team, DSLs
- Being aware of the 'Allegations Against Professionals' LADO procedures and feeling confident in using them. This includes how to report concerns about other staff and the setting; (please see pages 28, 29 and 30). These are also available to view on the on the Derbyshire Schoolsnet website and on our staffroom Safeguarding display board.
- Referring any concerns about the Headteacher to the Chair of Governors.
- Referring any concerns about the Chair of Governors to the Local Authority
- Being aware of Whistle Blowing procedures and where to obtain further information, advice and support. Please see staff intranet Whistle Blowing policy and NSPCC Whistleblowing Advice Line 0800 0280285 or email help@nspcc.org.uk
- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in Education Settings' (2019), relevant sections of 'Keeping Children Safe in Education 2021" (KCSIE 2021) and local procedures for 'Safer Working Practices.' Please also refer to our staff Code of Conduct.
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually;
- Sharing information and working together with agencies to provide children and young people with the help and support they need;
- Supporting students who have been abused, in accordance with their Child Protection Plan;
- Seeking Early Help, from our Family Support Worker (Student Wellbeing Team) 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;
- Acting (usually by contacting the school Student Wellbeing Team, DSLs) if at any time it is considered that the child may be a 'Child in Need' as defined in the Children's Act 1989; or that the child has suffered significant harm or is likely to do so, so that a referral is made to Local Authority Children's Social Care;
- Raising any safeguarding/child protection concerns regarding a child with the Student Wellbeing Team DSLs who will normally take the next steps. (However, any member of staff, Governor or volunteer/student, supply teacher in a school may make a referral);
- If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback;
- All staff are aware of the local Safeguarding Partnership's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of our school's Whistle Blowing policy;
- To recognise the new requirements on Children Missing from Education (CME) and particularly those where it is believed a child/children 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 they may be missing or who are missing.
- Recognising that Home Educated Children can be more vulnerable than other children and 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 that Looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the Looked After Child who is moving on. The school will also ensure that care leavers are supported with pathways including liaison with the Local Authority where a careers personal advisor will be appointed;
- All staff recognise their roles and responsibilities under Special Educational Needs and Disability (SEND) and understand that those children in the school may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation;
- 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 and volunteers will need to refer into Early Help / social care services for an assessment of their needs;
- All staff are aware of the school's Private Fostering Policy and have an understanding of host families, 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 to be extreme; as well as having an understanding of the British Values Agenda. This will include training on either Prevent/Wrap or training considered sufficient by the Local Authority which fulfils the requirements of the Prevent Duty for schools/colleges;
- All staff know about the Prevent Duty and will report any concerns to the Student Wellbeing Team (DSLs) in the school, who have responsibilities under Prevent to take action and offer advice and support. This 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, and work to reduce and eliminate such behaviour in their setting;
- All staff should recognise the features of child sexual exploitation and trafficking and know that they should seek advice from the school Student Wellbeing Team DSLs in the event of a concern;
- All staff should recognise that a child may be criminally exploited or involved in gang culture and should seek advice and report any issues /incidents to the Student Wellbeing Team DSLs;
- If using reasonable force, this is in line with national guidelines and takes into account individual student needs and risk management /care plans and in particular having regard to SEND;
- All staff should recognise homelessness and the impact on the student facing homelessness, or who is homeless;

- 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. A summary of learning for schools is available in this policy in appendix D.

All Staff have responsibility for the following:

To share and report a concern, know how to do this and who to, and record where appropriate in the role:



6. Governors and Senior Leadership Team are responsible for:

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements;
- Ensuring there are robust Safer Recruitment procedures and a framework of checks, tracking and monitoring;
- Keeping up to date with emerging issues in safeguarding and recognising the strategies deployed by 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 a Senior Designated Safeguarding Lead for Child Protection, appointed from the Senior Leadership Team, who oversees and line manages the activities of all other leads (Deputy Designated Safeguarding Leads) in the school. The number of Designated Safeguarding Leads (DSLs) needs to be sufficient in number depending upon the size and demands of the school (we have 5 trained DSLs in our Student Wellbeing Team). Ensuring that the DSLs are fully equipped to undertake the safeguarding role and that they have access to the appropriate training that has updates at least annually and 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 holidays. (The latter will be remotely, via dedicated school child protection email checked periodically. We also provide the Local Authority with an emergency personal Senior DSL phone and email contact for school holidays and out of hours up to midnight). If this is not available or in exceptional circumstances, there is cover in place. The Senior Leadership Team will ensure there is cover at all times and that there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings and residential visits;
- Ensuring that appointed Senior Designated Safeguarding Lead/DSL Deputies are fully equipped with the knowledge and skills to carry out the role and have access to appropriate regular training to help them keep up to date;
- Ensuring that we have a nominated link Governor for CIC (Children in Care/ Looked After Children) and SEND
- Ensuring that we have a Designated Teacher who is responsible for Looked After Children who understands their safeguarding responsibilities and is fully aware of the local safeguarding procedures and the school's procedures for reporting, responding and recording Child Protection concerns;
- Making sure that procedures are in place for handling allegations against staff or volunteers and for dealing with any concerns that staff and volunteers have (including concerns about the setting). Ensuring that these are referred to the Local Authority Designated Officer (LADO) in every case;
- Ensuring all staff / anyone who has contact with a child or young person including Governors, volunteers and frequent visitors who will be working in the school, are given 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 opportunity to review their own practice to ensure ongoing personal/professional development;
- Ensuring that all staff / anyone who has contact with a child or young person including Governors and volunteers receives 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 Anti-bullying, are kept up to date;
- Ensuring that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- Ensuring that the curriculum will include teaching about healthy relationships and sex and make the best use of PSHE to cover safeguarding issues with children, in line with the statutory obligations 2020;
- Having in place an Online Safety Policy equipped to deal with a widening range of issues associated with technology;
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond / refer where required;
- Understanding the updated definition of Child Sexual Exploitation and expectations around identifying, reporting and responding to any potential or actual cases thereof;
- Notifying the Children's Social Care department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- Notifying the Children's Social Care department if it is thought or known that a child or young person may be privately fostered.
- Using the Local Authority Case Referral Pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or Social Care.
- Acting on the 'Learning from Serious Case Reviews' – see appendix A;
- Ensuring that all staff (governors and volunteers) are made aware of the school's Whistle Blowing policy.
- Ensuring that all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- Ensuring that all staff are aware of the General Data Protection Regulation (GDPR) 2018 regulations and know that GDPR cannot be used as a reason not to share information about the welfare, health or safety of a child.
- Making sure that the Child Protection and Safeguarding Policy is available to parents and carers as appropriate, including display on the school's website.

7. 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 ethos whereby all staff (including volunteers) 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 (including use of Year Councils, School Council, questionnaires and focus groups).
- Our staff will adhere to the following statement in carrying out our duty of care for our students

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

- We will ensure that the site and buildings are safe and conducive to children feeling safe.
- We will provide a robust PSHE curriculum which teaches students about safe relationships and behaviour. This will include assemblies and lessons on sexual harassment and abuse and will educate students on how to report and support others on this.
- Where 'extended school' activities are provided by /managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment checks and procedures, insurance and staff suitability. When our children attend offsite activities, we will check that effective child protection arrangements are in place. We will use risk assessment / or risk management models as appropriate to assist us to do this.
- We will ensure that parents/carers and the local community know about our principles in safeguarding via our website, and are able to participate in any policy, procedure or initiatives which contribute to the safety of the children in that local community.
- We will ensure that we have clear protocols at Visitor Reception for visitors and at the appropriate site entrance for contractors, with procedures in place to ensure that appropriate questions are asked and checks made in line with KCSIE 2021 and Derbyshire County Council requirements regarding the Single Central Record
- We recognise the need to provide safe provision and exchanges in the event of homestays/exchange visits. We do not currently operate exchanges/homestays, but would put a system in place, ensuring the suitability of adults in families before arranging hosting and exchanges;
- We recognise that where our school places students in another setting (alternative curriculum) we are responsible for the safeguarding of that student and will check and review those arrangements to reassure ourselves of safeguarding arrangements and that of the health, safety and wellbeing of that student. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement;

8. Recruitment, 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 has returned from a period of employment abroad;
- If the person has lived or worked outside the UK, we will make any further checks the school considers appropriate;
- We must verify professional qualifications, as appropriate. The Teacher Services' system should be used to verify any award of qualified teacher status (QTS);
- The school must ensure that a candidate to be employed to carry out teaching work is not subject to a Prohibition Order issued by the Secretary of State
- 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 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; aware that this is a legal duty, this includes Teaching Disciplinary Regulations, 2012;
- We must make use of the DBS Service where appropriate;
- We must ensure that applications are scrutinised and further enquiries are made and evidenced around any clarification or need for further exploration;
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor (schools may choose their training ensuring at a minimum it covers the 'Keeping Children Safe Guidance', and equips them with the necessary knowledge and skills);
- We must pursue references, with measures in place to ensure scrutiny and to verify all potential staff;
- We must raise an alert with a member of the Senior Leadership Team if there are gaps in references and / or any missing references;
- We must ensure that our volunteers/student teachers and practitioners/supply staff 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 the children;
- We must ensure that all our Governors have the enhanced DBS and other checks that may be required (including Section 128, to ensure they are not barred from governance);
- We must make sure that we understand the requirements if we hire out our premises ,asking the relevant questions, making sure that checks are in place

- to ensure safeguarding the children / young people who attend clubs, holiday schemes and other activities on our premises;
- We will be mindful of those who seek to hire our premises to and we will refuse the hiring of premises for any activity deemed not in the interests of the children/young people/ the school, the local community and/ or viewed to be inflammatory e.g.- banned political groups

We have provided a full list of staff appointed to the specific roles and responsibilities in safeguarding.

These are listed at the front of the policy. Notices with photographs of the Student Wellbeing Team are displayed around school to remind our school community of safeguarding staff and how to contact them. We have placed simple student-friendly safeguarding posters in classrooms and around the school, so that students know the definition of safeguarding and how to raise safeguarding concerns.

8.1 Supply/Agency Staff

We will induct all supply and agency staff, and supply them with this Child Protection and Safeguarding policy and other policies deemed relevant for them to carry out their duties safely and consistently.

The Allegations Against Professionals, Volunteers and Carers procedures will apply to supply/agency teachers. Whilst this school is not the employer of supply/agency teachers, we will ensure allegations are dealt with according to these procedures. In the event of a concern, the Senior DSL/ Headteacher will discuss with the supply agency whether it is appropriate for the agency to suspend the supply teacher, or whether they should be redeployed to another part of the school, whilst they carry out their investigation.

As a school we will be fully involved and co-operate in any enquiries from the LADO, police and/or Children's Social Services.

8.2 Students/Work Placements

We will induct all work experience personnel and student teachers, and supply them with this Child Protection and Safeguarding policy and other policies deemed relevant for them to carry out their duties, safely and consistently.

We may use a risk assessment model (where necessary) with the student practitioner to determine suitability, and expectations around the placement.

We will work closely with teacher training institutions to ensure that all relevant information has been shared, that the student teacher meets the provider's requirements for entering the placement and we will seek written confirmation that relevant checks have been made by the provider.

If the student practitioner/teacher is over 18 years of age, we will apply the Allegations Against Professionals, Volunteers, and Carers criteria if any concerns come to our attention.

If the student practitioner on placement is under 18 years of age and we have a safeguarding concern we will seek advice from the Senior Designated Safeguarding Lead and determine any next steps which may mean using the local safeguarding procedures.

9. Safeguarding Processes and Procedures

The school will deliver its responsibilities in identifying and acting on Emerging Needs, Early Help needs, Safeguarding and Child Protection in line with the policies and procedures identified by the Local Safeguarding Partnership.

The Threshold Document is available and assists with meeting a child's needs in Derby and Derbyshire and can be found in the Local Safeguarding Partnership Procedures. This document should be used to help identify the level of concern and next course of action.

9.1 Emerging Needs / Early Help

All staff who have contact with a child or young person are made aware of what Early Help means, how to identify emerging needs and understand their role within it. This means having briefings, sharing information and having discussions with the school's Family Support Worker, who is a member of the Student Wellbeing Team. This will involve liaising with other professionals and supporting children identified in the school (i.e. the potentially vulnerable and those who are already identified as vulnerable) who may therefore 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 their families.

When providing Early Help provision in the school, this school can demonstrate it has a framework and structures to support the work including information sharing, procedures around a step up into children's social care, robust recording and advice, and support to staff in Early Help activity. We are supported in our work by the local authority Early Help Transition Team. They are available to provide us with guidance, information, training and opportunities for peer colleagues from different settings to meet in person or remotely to share good practice.

Starting Point is Derbyshire's first point of contact and referral service for children. It provides us with advice, support and next steps. This includes a professional's advice line available for all the Student Wellbeing Team (DSLs and Family Support Worker) to use.

Starting Point will ask what Early Help work has been undertaken at point of referral into Children's Services, and will check that the referral is supported by an Early Help Assessment.

9.2 Needs of Children with a Social Worker

We recognise that children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers regarding attendance, learning, behaviour and mental health.

The Student Wellbeing Team will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. Where children need a social worker, we understand that this should inform decisions about safeguarding, with regard to attendance, going missing and exclusions. We should work to actively promote the child's welfare, providing pastoral support and access to services and working with the Virtual School, Derbyshire.

9.3 Referring to Children's Social Care

Belper School and Sixth Form Centre will ensure all staff know that if they have concerns about the welfare and safety of a child, they should quickly (as soon as possible) contact the Student Wellbeing Team (school DSLs). The Student Wellbeing Team DSL(s) will act upon the information received; however, we also recognise that anyone can make a direct referral into Children's Social Care.

Where welfare and safeguarding concerns are identified e.g. as 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:

<https://www.derbyshire.gov.uk/social-health/children-and-families/support-for-families/starting-point-referral-form/starting-point-contact-and-referral-service.aspx>

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 any supporting document 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.

Starting Point should provide feedback, an e-mail school contact must be provided and the name of the person nominated in school to receive that feedback.

When a member of staff has concerns for a child, and if the school are aware that the case is open to an allocated worker in the locality, school staff (usually the Student Wellbeing Team, DSLs) should discuss escalation to Children's Social Care with the Allocated Worker or their manager.

Schools should ensure they have spoken to the family/carer about their 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 **prior to the child returning home and as soon as the school become aware of this.**

Making a referral and referral pathways are found in Appendix F.

9.4 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 that are designated in a role to safeguard children at the school.

We will follow the recommended GDPR guidelines on all records kept on staff and children, in relation to safeguarding. We know that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard, promote the welfare of, and protect the safety, of children.

We will follow the Local Authorities' (Derby City and Derbyshire) current guidance on the Child Protection Record Keeping Guidance for Schools and await any instruction with regard to the National Inquiry into Child Sexual Abuse (historical Child Protection records on children and records on staff where there are allegations). 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 the school or connected to the school.

9.5 Recruitment

This school will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the statutory guidance 'Keeping Children Safe in Education 2021" and any supporting DBS documentation are 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 the identity of candidates;
- Check of professional qualifications;
- Check the 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 at least two questions regarding safeguarding.

We will have a Single Central Record which will cover all staff, including Governors, volunteers, frequent visitors, student practitioners on placement, agency and supply, and in some instances, contractors providing a service to the school. 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 these recommendations are followed.

We will ensure there is a staff Code of Conduct, ensuring all staff are familiar with Safer Working Practices. Please refer to the staff Code of Conduct on the school intranet.

This document includes advice on conduct, safe use of mobile phones, use of social media and media-based platforms and guidance on personal / professional boundaries in emailing, messaging, or participating in social networking environments. Staff have been provided with separate guidance on any use of blended/remote learning. This guidance will be updated and refreshed as appropriate during 2021/2022.

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 Human Resources and/ or legal advice from Derbyshire County Council.

9.6 The Disclosure and Barring Service (DBS):

The Disclosure and Barring Service (DBS) helps employers make Safer Recruitment decisions which helps preventing 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 have a clear understanding of what regulated activity is and the implications for volunteers in the school. This may mean undertaking risk assessments on any activity.

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) and this may mean on Teaching Assistants;

- A Section 128 Direction check on all Governors. A Section 128 Direction disqualifies a person from holding or continuing to hold office as a governor of a maintained school.

9.7 Dealing with allegations against staff and volunteers 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 document can be found on the Local Safeguarding Children's Partnership website. We have made this information available to our staff via a safeguarding display in the staff room, including a leaflet and flowchart.

If a member of staff has concerns about another member of staff, volunteer, carer, student practitioner on placement, supply / agency staff, then this will be referred to the Headteacher (or Deputy Headteacher). Where there are concerns about the Headteacher this will be referred to the Chair of Governors.

We will ensure that the allegations threshold is considered, where it is alleged that anyone working in the school, who provides education for children under 18 years of age, including supply teachers and volunteers has:

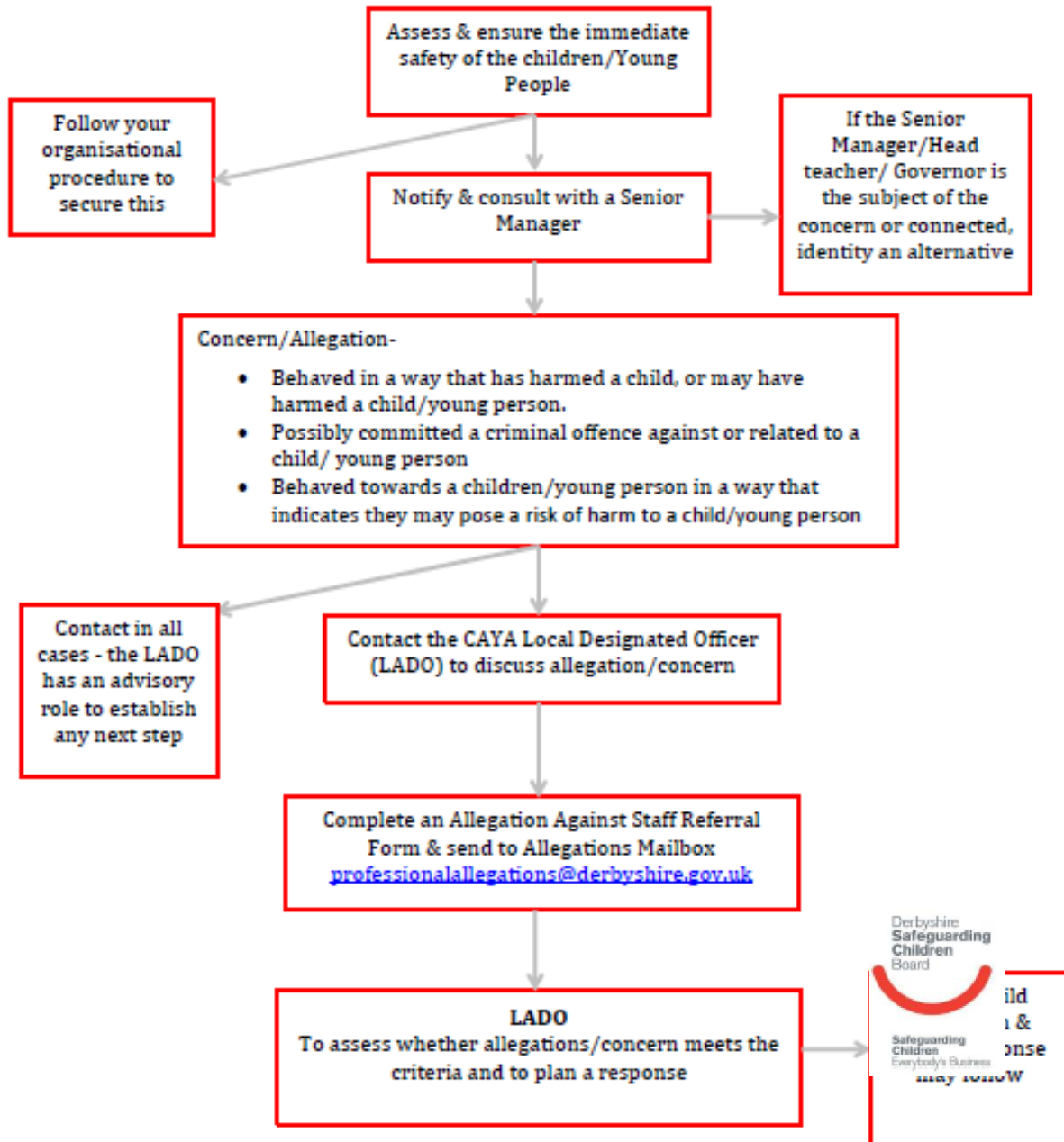
- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This may also mean a referral to the police. A referral to the police will also apply:

- Regardless of whether the school is where the alleged abuse took place.
- For allegations against a teacher who is no longer teaching (retired)
- For Historical Allegations of Abuse

In our considerations, where it is felt it meets the criteria, or we require advice, we will make a referral in every case to the Local Authority Designated Officer (LADO), using the [Derby and Derbyshire LADO Referral Form](#) and this will be done by an appropriate member of the Senior Leadership Team.

Allegations/Concerns Against Staff and Volunteers – Child Protection Process Education and Schools (Version 1 – June 2014)



The school will ensure it has followed all the necessary duties and processes under this process and under Whistle Blowing (if applicable) and this will be undertaken in accordance with guidance.

Where there are allegations that are substantiated, the school will fully ensure any specific actions are undertaken regarding management and exit arrangements as outlined in

[Keeping Children Safe in Education Statutory Guidance for schools/colleges](#)

The [Local Safeguarding Partnership Procedures](#), and the school's HR procedures.

10. Important Contacts

A list of important contacts are explained in Appendix F.

11. Management of the Policy

The Governing Body will;

- Ensure all governors are effective in the management of safeguarding;
- Ensure all staff including all other governors and volunteers read and have access to the policy
- Ensure that the policy is displayed on the school's website
- Ensure that it is overseen to ensure its implementation (Our Link Safeguarding Governor has a role to play here, reporting to Full Governing Body)
- Review its content on an annual basis.

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

An appointed Designated Safeguarding Lead will complete the S175 Safeguarding Audit and Action Plan, which will be used to report on safeguarding activity and progress. We will include our Link Safeguarding Governor in this activity.

A copy of the S175 Safeguarding Audit and Action Plan will be submitted to the Child Protection Manager for Schools / Education settings at Derbyshire County Council. This will be held on file and reported to the Derby City and Derbyshire Safeguarding Children's Partnership.

The Headteacher should report to the Chair of the Governing Body about any significant issues that may have an impact on safeguarding in the school setting and should use Local Authority processes to report.

Signed by:

Chair of Governors

Headteacher

Date:

Date:

Safeguarding Link Governor

Date:

Appendix A. Types of Child Abuse

- **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.
- **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 cyber bullying), 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.
- **Sexual Abuse** and child sexual abuse within (intra) the family (CSAIF) 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). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.
- **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
- **Bullying** and forms of bullying, on and off line, including prejudice based and Cyber Bullying are abusive. Bullying will include at least one, if not two, three or all four, of the defined categories of abuse. Please refer to our Anti-Bullying policy, on the school website.

Appendix B. Indicators of Child Abuse

Physical Abuse

Most children will collect cuts and 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. elbows, knees, shins, 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

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

It is recognised that there is underreporting of sexual abuse with in the family. School staff and volunteers should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All staff and volunteers should be aware that adults, who may be men, women or other children, who use children to meet their own sexual, needs 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

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 may be indicated by changes in behaviour which 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.

Appendix C. Remote/Offsite Working and safeguarding



Remote/Off-Site Working Advice for Schools

PUBLIC

The aim of this document

To promote the importance of safe working practice and Cyber Security for remote/off-site workers during the COVID-19 Pandemic, and to draw together in one document the various guidance that has been provided by Derbyshire County Council for staff, by Cyber Security Experts and the UK Government.

The purpose of this document

To provide school staff with clear advice for addressing and minimising potential threats to Cyber Security and Data Privacy.

Further information is available from the GDPR in Schools team and Tracy Coates, Senior Community Safety Officer: tracy.coates@derbyshire.gov.uk

Audience

This document is intended for Headteachers, Business Managers, IT Managers and IT Co-ordinators.

Introduction

Cyber-crime is on the increase and simple measures can drastically reduce the likelihood and effects of cyber-attacks. As well as cost implications, physical impact and reputational damage, cyber security breaches can also lead to unauthorised access to information of a sensitive nature. All school staff need to be up to date on the latest cyber security threats and the best methods for protecting data.

Mobile devices are now critical to the functioning of your school. It is vital staff follow school policies for software-updating, backups, and protective-controls such as strong passwords and encryption.

1 School Policy and Procedures

Whilst school staff are working remotely they should still follow school policies and understand their responsibilities relating to confidentiality and security. School policies and procedures protect both individual staff and the school, enabling the school to maintain functions and provide the structure needed to continue to provide services to children and families.

- 1.1 Take this opportunity to remind users about your Acceptable Usage Policy (AUP). Remind staff not to lend their machines to their children or other members of their family.
- 1.2 Staff must be conscious of the school's reputation when using communication platforms. Remind staff professional standards apply.
- 1.3 Keep a printed copy of your procedures and checklists offsite or securely store them in the cloud.
- 1.4 Remind staff that you can monitor/check their activity as per your policies and terms and conditions of employment. At home, staff may 'forget' they are using work devices and the delineation is more blurred.
- 1.5 Have a designated method for staff to send critical messages (health, safety, mental health, security incident) quickly and securely. Consider how this would work if the issue was IT related.
- 1.6 If using file sharing services be sure to check who has 'modify or read-write' access, who can view and who is the document owner. Ensure there is access to school policies and key documents for staff.

Remote/Off-Site Working Advice for Schools Issued April 2020 © Education Data Hub



Appendix D. Learning from Serious Case Reviews (SCRs) and Serious Incident Learning Reviews (SILRs) 2016-2019

The Derby City and Derbyshire Safeguarding Children partnership recognises the importance of learning and improving from our experiences in this area. A range of learning briefings are available to schools from SCRs and SILRS (Serious Incident Learning Reviews).

In 2016/17 in summary form we learnt that:

- The importance of authoritative practice;
- To be alert to disguised compliance;
- The importance of professional curiosity;
- To be alert to the possibility of abuse;
- That all professionals to consider the need for an Early Help Assessment;
- Hear the voice of the child;
- Understand and record the child's lived experience.

In 2018/19 we learnt that:

- 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

From SCR's (East Midlands & wider) in 2015 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 TAF meetings (early help/CIN) by disputing points, creating diversions & feigned compliances with recommendations.

From Recently Published findings Derby City and Derbyshire 2020 (school aged children).

From 2015 analysing 10 cases, themes:

- Parental mental ill health 5 cases
- Domestic abuse 4 cases
- Parental substance misuse 3 cases Parental vulnerabilities 4 cases
- Think Family 3 cases
- Failure to identify abuse 5 cases
- Improving risk assessment 7 cases
- Information sharing 9 cases

Theme Neglect:

- A feature in the abuse of 4 babies, 1 Pre-school, and 6 school age cases
- Parental vulnerabilities features in 3 of the cases of babies
- Missing education was a feature of 5 of the cases of older children
- Improving assessment featured as a learning area in 6 of the 11 cases (4 cases older children)
- Information sharing was a feature of 9 of the 11 cases

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and leaning relevant for schools /colleges can be found on the [Derbyshire Safeguarding Children's Board](#) website

Appendix E. Making a referral:

Essential information to include when making a referral:

- 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 & 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 or current Early Help assessments completed;
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.
- Any other information that may put a worker at risk eg- dogs, weapons.

Where there is a difference of professional opinion around the referral and / or any steps taken by Starting Point, we will escalate our concerns including into Starting Point, asking to speak to a Starting Point manager.

Making a Referral

Before a referral is made into “front door services” eg- Starting Point Derbyshire, First Contact Derby, if the information is not about immediate concerns for the health, safety and or wellbeing of a child, consideration must be given to:

- Undertaking an Early Help assessment
- Using and evidencing the current Threshold document* available to all practitioners and which is found on the partnership website : https://derbyshirescbs.proceduresonline.com/docs_library.html

***Practice Examples**

Level 1 - Universal Open Access to Provision

Unborn babies, children and young people who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities, housing or voluntary services.

Level 2 - Emerging Needs

Unborn babies, children and young people whose needs require some extra co-ordinated support from more than one agency. These services should work together to agree what extra help may be needed to support a child or young person at an early stage. There is no need for intensive or specialist services.

Level 3 - Intensive

Vulnerable unborn babies, children and young people and those who have a disability. Children and young people whose needs are more complex. This refers to the range, depth or significance of the needs. A number of these indicators would need to be present to indicate need at a level 3 criteria.

More than one service is likely to become involved. It is expected that the updated Early Help assessment will provide clear analysis and rationale for both the family and other services that Level 3 Intensive threshold has now been met.

If it was considered that the Team Around the Family (TAF) plan had not met the child or family's emerging needs and that threshold for Level 3 intervention was met, consideration would be given to the role of intensive services being offered through Children's Services Early help team or the completion of a single assessment by a qualified social worker.

Level 4 - Specialist

Unborn babies, babies, children, young people and families whose needs are complex and enduring and cross many domains. More than one service is normally involved, with all professionals involved on a statutory basis with qualified social workers as the professional leads. It is usually local authority Children's Social Care who act as the lead agency.

Confidentiality

The safety and welfare of the child overrides all other considerations, including the following:

- Confidentiality;
- The gathering of evidence;
- Commitment or loyalty to relatives, friends or colleagues.

The overriding consideration must be the protection of the child - **for this reason, absolute confidentiality cannot and should not be promised to anyone.**

Listening to the Child

If the child makes an allegation or discloses information which raises concern about Significant Harm, the initial response should be limited to listening carefully to what the child says so as to:

- Clarify the concerns;
- Offer reassurance about how s/he will be kept safe;
- Explain that the information will be passed to Children's Social Care and/or the Police.

If a child is freely recalling events, the response should be to listen, rather than stop the child; however, **it is important that the child should not be asked to repeat the information to a colleague or asked to write the information down.**

If the child has an injury but no explanation is volunteered, it is acceptable to enquire how the injury was sustained. A body map diagram may be used **but it is not acceptable to take photographs.**

However, the child **must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice police investigations, especially in cases of Sexual Abuse.**

A **record of all conversations**, (including the timings, the setting, those present, as well as what was said by all parties) **and actions must be kept.**

No enquiries or investigations may be initiated without the authority of the Children's Social Care or the Police.

If the child can understand the significance and consequences of making a referral, he/she should be asked for her/his views by the referring practitioner.

Whilst the child's views should be considered, it remains the responsibility of the practitioner to take whatever action is required to ensure the safety of that child and any other children.

It is important that all staff adhere to the following statement in carrying out our duty of care for our students

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Parental Consultation

Practitioners should, in general, discuss concerns with the family and, where possible inform them that they are making a referral **unless this may, either by delay or the behavioural response it prompts or for any other reason, place the child at increased risk of Significant Harm.**

Situations where it **would not** be appropriate to inform family members prior to referral include where:

- Discussion would put a child at risk of Significant Harm;
- There is evidence to suggest that involving the parents / caregivers would impede the Police investigation and / or Children and Families Services enquiry;
- Where there are concerns that a child may have been conceived as a result of an incestuous relationship or intra-familial sexual abuse (IFSA);
- Complex (multiple or organised) abuse is suspected;
- Fabricated or induced illness is suspected;
- To contact parents / caregivers would place you or others at risk;
- Discussion would place one parent at risk of harm, for example. in cases of domestic abuse;
- It is not possible to contact parents / caregivers without causing undue delay in making the referral;
- Where there are concerns about a possible forced marriage or honour based violence;
- An allegation is made that a child under 13 has been involved in penetrative sex or other intimate sexual activity;

Given the responsibility that parents have for the conduct and welfare of their children, professionals should encourage the young person, at all points, to share information with their parents wherever safe to do so.

Appendix F. Important Contact Details

Derbyshire, Call Derbyshire (Starting Point): Tel: 01629 533190
24/7, 365 days per week Derbyshire contact and referral service for concerns that a child/adult over 18 is suffering or at risk of significant harm.

All other requests for support for children and their families use an on-line referral form
www.derbyshire.gov.uk/startingpoint

Starting Point Professionals Advice Line (Children's): Tel: 01629 535353

Derby City First Contact Team: Tel: 01332 641172

LADO Derby & Derbyshire (Local Authority Designated Officer- allegations against staff, volunteers, carers): **Professional.Allegations@derbyshire.gov.uk**

When to contact the Police:

<https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/when-to-contact-the-police.aspx>

Police Non Emergencies: 101

DfE- one single access web link to access all local authority's reporting webpage or phone numbers of national helplines for any concerns/worries about a child, young person and vulnerable adults

Report Child Abuse: <https://www.gov.uk/report-child-abuse>

Cyber Crime: www.saferderbyshire.gov.uk/cyberchoices

Prevent: Making a Prevent referral Derby & Derbyshire
www.saferderbyshire.gov.uk/preventreferral

Contact the lead officer for Prevent at Derbyshire County Council
DCC Prevent Lead 01629 538473

Police Non- Emergencies: 101 Police Emergencies; 999

Department for Education (DfE) - one single access web link to access all local authorities' reporting webpage or phone number for any concerns/worries about a child, young person and vulnerable adults

Report Child Abuse:

NSPCC - National Helpline: Tel: 0808 800 5000
Childline: Tel: 0800 11 11

