Child Protection & Safeguarding Policy

Approved by:	Trust Board	Date: 29.9.22
Last reviewed on:	22.9.22	
Next review due by:	31.05.23	
List of associated policies:	TEAM Accessibility Plan TEAM Admissions Policy TEAM Anti-Bullying Policy TEAM Behaviour Policy TEAM Careers Guidance Policy TEAM Exam Contingency Plan TEAM Exclusions Policy TEAM Extremism & Radicalisation Policy EYFS Policy TEAM LAC Policy TEAM Late Collection of Students Policy TEAM Online Safety Policy TEAM Peer-on-Peer Abuse Policy TEAM Private Fostering Policy TEAM Pupil Attendance Policy TEAM RSE Policy TEAM SEND Policy TEAM Separated Parents Policy TEAM Supporting Students with medical conditions Policy TEAM Trips & Visits Policy GDPR Documents 1- 12	

Version History

Version	Date	Detail	Author
1	2.11.20	The Policy was substantially rewritten and responded to amendments to the Keeping Children Safe in Education (Sept. 20) guidance. Approved by Trustees by consensus.	
2	17.05.21	Reviewed following KCSIE 2020, Update January 2021 (Post EU Exit). additional bullet point added into Clause 8 to reflect the departure from the EU when appointing new staff *If the person has lived or worked outside the UK, make any further checks the school or college consider appropriate. in line with paragraph 149 & 172 of KCSIE 2020 Guidance Post EU January 2021* Clause 9.7: Further development/explanation to set out the school's statement regarding allegations made against school staff.	SAL
3.	21.9.21	Addition of four new Policies linking to Child Protection Policy: Extremism & Radicalisation, Online Safety, Private Fostering and Separated Parents Policies.	ABI
4.	8.10.21	Revisions to update the Policy in line with KCSIE 2021 Guidance as summarised in Annex G.	SAL
5	22.9.22	Reviewed following the new guidance of KCSIE 2022 as of the 1 September 2022; it is intended that this document will be reviewed for a second time when the DCC policy is released in mid-October 2022.	SAL

> This document is sets out the TEAM Education Trust's policy to support the safeguarding and wellbeing of each child within our Trust schools. This provides the template for schools to adapt to their setting. The areas set out in grey should be adapted for the school setting by the school principal and their safeguarding leaders.

Contents

1   Our Trust, its community and our vision & ethos

TEAM Education Trusts vision is that 'Together Everyone Achieves More'. We believe that all of our schools should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of each individual child in ways that will foster security, confidence, independence and enable them with the opportunity to talk openly and feel confident they are being listened to.

1.1 Our community

We aim to work in collaboration with our parents to build an understanding of the Trust's responsibilities to ensure the welfare of all children, including the need for referring to partnership agencies if a safeguarding concern has been identified in line with Working Together to Safeguard Children & Keeping Children Safe in Education 2022

Every one of our schools is at the heart of the community, and all those directly connected - staff members, governors, parents, families and pupils - have an essential role to play in making it a safe, secure learning experience.

1.2 Our Responsibilities

TEAM Education Trust schools fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how our Trust Schools will deliver these responsibilities. This policy covers all schools within the TEAM Education Trust.

Across the Trust we provide a range of provision from Nursery to Post 16 provision.   Our Nurseries offer community places and specialist assessment funded places. Our Primaries offer statutory education and our Secondary school offers a SEN/D Specialist provision for EHC funded pupils.

1.3 Definitions

Child as written in this policy is a child until 18, of statutory school age and a pupil in our school(s) settings.

Staff as written in this policy means, any one with contact to a child or young person, all teaching staff, non-teaching, Governors and Volunteers, and extends to all supply/agencies/visitors being used by the school for duties in school.

A vulnerable adult is so defined as still in the setting and who is or may be in need of community care services by reason of mental or other disability,

age, or illness, who is unable to take care of him/herself, or unable to protect him/herself from significant harm or exploitation.

1.4. Equality statement

Children and vulnerable adults are recognised to be subject to greater risk of abuse. Additionally, barriers can exist for some children with respect to their ability to recognise abuse and to disclose it. We are committed to anti-discriminatory practice and recognise the diverse circumstances of the children and young adults within our care. We seek to ensure that all children have equal protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

1.5 Supporting Guidance, Policies and Statements

This policy should be read in conjunction with:

- 'Working Together to Safeguard Children' (updated 2020) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.
- "Keeping Children Safe in Education" 1st Sept 2021, the statutory guidance for Schools and Colleges.
- "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).
- Sexual Violence and Harassment between children in schools and colleges, Sept 2021
- The Role of the Designated Teacher for Looked After and Previously Looked after children, Feb 2018

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

TEAM Education Trust regularly review and develop policies on a scheduled basis and copies of the following Policies are on the Trust website (www.teameducation.org) and are available on request from the school office, by email or paper copy. The list of associated policies is set out on the front cover of this Policy document.

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

Through implementation of this policy, we will ensure that our schools provide a safe environment for children and vulnerable adults to learn and develop.

We will refer to other policies relevant to our safeguarding in our schools and their location within the schools.

1.6 GDPR

Under the General Data Protection Regulation (GDPR), the lawful bases we rely on for processing pupil information are:

- Article 6(a) - Consent (for any processing which does not fall into the bases detail within this section below)
- Article 6(c) - Compliance and Legal Obligation
- as set out in the Education Act 1996 (as amended). We are required to share information about our pupils with the (DfE) under regulation 3 of The Education (Information about Individual Pupils) (England) Regulations 2013. In addition, there are extensive statutory obligations that a school is subject to – further details about these are available from our Data Protection Officer.
- Article 6(e) - Public Interest

In addition, concerning any special category (personal data that needs more protection because it is sensitive, please see our legal conditions for processing document for information about special category data) data of GDPR - Article 9 :

- Article 9(2g) - Processing is necessary for reasons of substantial public interest

Data Protection Act 2018-part 2 schedule 1.

- Article 8 - Equality of Opportunity or Treatment
- Article 18 - Safeguarding Children and Individuals at Risk

The types of information that we process are:

- Personal information that identifies you, and your contact details. This includes name, date of birth, unique pupil number, photographs, contact details and address
- Attendance (such as sessions attended, number of absences, absence reasons and any previous schools attended)
- Behavioural information (such as exclusions and any relevant alternative provision put in place)
- assessment and attainment (such as National curriculum assessment results e.g., Key Stage 2 results, exam results and student performance at different data collections, [post 16 courses enrolled for] and any relevant results)
- For pupils enrolling for post 14 qualifications, the Learning Records Service will give us the unique learner number (ULN) and may also give us details about your learning or qualifications.
- Destination data (this is information about what students do after leaving the school, for example, college, university, apprenticeship, employment)
- Post 16 learning information
- Extra-curricular and enrichment participation

1.7 Multi-agency partnership Arrangements

Our Schools and the Trust Central Team will continue to work in partnership with the Derby City and Derbyshire Safeguarding Children Partnership. The members of the Partnership will make arrangements to work in collaboration to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Our Safeguarding Partners are:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

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.

1.8 Our Principles

Safeguarding arrangements at our Schools are underpinned by these key principles:

- Safeguarding is everyone's responsibility: all staff should play their full part in keeping children (Includes vulnerable adults when in their setting) 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 the latest Working Together guidance.
- That all Staff have a clear understanding regarding abuse and neglect in all forms. including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, should feel confident that they can report all matters of Safeguarding in the School/setting where 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 will aim to operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children and will actively seek out and promote this.

Working Together to safeguard children and promoting their welfare is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's' health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- We will ensure that our parents/carers know about our principles, vision, and ethos in Safeguarding. That we aim as a school to work with our parents/carers and the local community to help keep children safe.

1.9 Our Policy

Through implementation of this policy, we will ensure that our Schools provide a safe environment for children (and vulnerable adults when in their setting) to learn and develop. We will cross reference to other policies relevant to our safeguarding in the school/college and make reference to them in this policy where relevant.

2 Types of Abuse

2.1 Children with Emerging Needs and who may require Early Help

All Staff working within our schools 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, and also consideration for a child who:

- 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:
- Not attending school or are at risk of exclusion from school.
- Frequently going missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, exploitation, radicalised.
- Not in education, training, or employment after the age of 16 (NEET).

These children are therefore more vulnerable. our Schools 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 and promoting their welfare is defined as:

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

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is defined in the 'Keeping Children Safe in Education Statutory Guidance, 2021".

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

3   Signs of Abuse (Child Protection)

All our Schools understand 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

Our Schools will endeavour to ensure their Staff, are familiar with. having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying and cyber crime
- Children at risk of exploitation including child sexual exploitation
- Domestic Abuse and teenage relationship abuse
- Child on Child Sexual Violence and Sexual Harassment
- Substance and alcohol abuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Breast Ironing
- Forced Marriage
- Gangs, youth violence and trafficking
- Gender based violence/Violence against women and girls (VAWG)
- Hate including race hate, discrimination, including LGBTQI+
- Mental Health
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting/harassment
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults from education and home
- 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, our Schools will incorporate the signs of abuse and specific safeguarding issues on safeguarding into briefings, staff Induction training, and ongoing development training for all Staff.

Our Schools will also access broad Government guidance, local procedures, strategies, and tools through the Local Safeguarding Partnership.

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

4.1 Prevent and Counter Terrorism Duties

Our Schools will ensure all staff including governors and volunteers, 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/radicalisation. The Principals and Chair of Governors will:

- Establish or use existing mechanisms for assessing/understanding the risk of extremism and terrorism.
- Ensure staff understand the risk and build capabilities to deal with issues arising/identified.
- Communicate the importance of the duty.
- Ensure all Staff (including governors and volunteers) understand their roles, responsibilities when implementing prevent.
- Ensure our teachers are aware of their mandatory reporting responsibilities.

Our Schools will respond to any concern related to Prevent as Safeguarding and will report using the local Safeguarding procedures. This will involve making a referral to the Derbyshire 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.

Our Schools are committed to providing effective filtering and monitoring systems, this will include monitoring the activities of children when on-line in the school and actions taken relevant to the activity.
(Refer to each school's cyber secure systems)

Our Schools will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as

appropriate. More information is available by clicking the following link: https://www.derbyshire.police.uk/advice/advice-and-information/t/prevent/prevent/

4.2 Domestic Abuse

Domestic Abuse is rarely a one-off incident, but a pattern of power and control. It is 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.

We acknowledge the Domestic Abuse Act, 2021 and will work with its new powers when working with our staff, all children, and their families, where we believe Domestic Abuse is a feature and children are living with Domestic Abuse.

TEAM Education Trust School receives a notification (SDAT) from Derbyshire Police where there has been an incident in a household involving a pupil at one of our schools. We have agreed processes on how to respond and support the pupil whist in school and are able to escalate any Safeguarding concerns into Childrens Social Care services using the local Derby and Derbyshire Safeguarding Procedures.

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

The Multi-Agency Risk Assessment Conference (MARAC) is a multi-agency approach in managing cases of Domestic Abuse and where children are living, the victim will be seen as high risk of serious harm/ homicide. A Multi-Agency response is essential in ensuring that victims and their families are as safe as possible.

Our Schools recognise this process and that as a partner they 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 by clicking the following link: dariskassessmentandreferral

4.3 Emotional/Mental Health and Wellbeing

All our Staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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.

We acknowledge many children will have periods of feeling anxious afraid and upset and can develop phobias. However, some children will experience this more frequent

Undertaking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children, and greater readiness to learn, improved attendance, attention, behaviour, and attainment.

We are working towards appointing a Senior Mental Health lead to develop the knowledge and skills to implement an effective whole school or college approach to mental health and wellbeing in our settings.

If Staff have an emotional or mental health concern about a child we will respond to the concern, inform, and discuss our concerns with parents/carers and seek ways to support the child in and out of school. Our Schools will contact the local School Community Advisor (SCA) 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 going to the School Nurse.

We will use this website to help us signpost Staff and families: https://derbyandderbyshireemotionalhealthandwellbeing.uk/.

If a child is presenting with a risk of serious immediate harm and at risk of taking own life, we will seek urgent advice from the urgent CAHMS 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 concern. However, our schools will provide information and signposting services to children and parents and assist with the teaching of emotional health and wellbeing to children in 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.

Our Staff and pupils will be made aware of online safety issues and concerns, through training and the curriculum. This 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 young 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 are working with Derbyshire Education Hub, Derbyshire Audit Services and/or Derbyshire Constabulary Cyber Protect Officer to maximise our cyber security procedures. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.

We are working with the Derbyshire Community Safety Team, Derbyshire Constabulary Cybercrime Team, and the regional cybercrime team at EMSOU (East Midlands Special Operations Unit) 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 be using the Cyber Choices Toolkit, 2020 and referral pathways for pupils.
www.saferderbyshire.gov.uk/cyberchoices

The local authority has provided additional information and guidelines which we have taken into account. This is found in Appendix C.

Remote/Offsite Working- advice for schools issued June 2020 (LA (Local Authority Education Hub).

4.5 Sex & Relationships Education (RSE)

Relationship, Sex and Health Education is compulsory. As a Multi Academy Trust we have developed our approaches to meet statutory requirements and the teaching of this. This will include equality, diversity, and difference.

We acknowledge that there may be times during the teaching of SRE, that children may need an opportunity to talk to a trusted adult in the school. Children & young people may want to talk about experiences at home or in the community that may trigger discussions with the Designated Safeguarding Lead, who will then decide on any next steps around listening and responding to the child.

We will aim to provide the opportunity for children to access national organisations and resources that may help with teaching RSHE (Relationships Sex and Health Education) in our Schools.

See the Trust's Relationships & Sex Education Policy for further information.

4.6 Child Sexual Exploitation (CSE) (Child Protection)

CSE is a type of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity.

Our school Staff will be trained to recognise the signs which may indicate sexual exploitation and be aware that it is a form of abuse and that it 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 will refer to the Designated Safeguarding Lead/s within their Schools.

We will treat these children as exploited and they will be treated as victims. Our school will put in risk management plans with partnership agencies to support the child and their family.

4.7 Female Genital Mutilation (FGM) (Child Protection)

Our Schools recognise and understands that there is a 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 aged under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of **FGM** are a Safeguarding concern 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 Safeguarding Designated Safeguarding Lead/s within their School and the DSL will refer into Children Services. This will also apply to suspicions of a child being subject to honour-based violence.

If any Staff have concerns that a child may be or is subject to breast ironing, this is Child Abuse and Safeguarding procedures will be followed in all cases.

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 Child-on-Child Sexual Violence and Sexual Harassment (Child Protection)

We recognise that some children are vulnerable to physical, sexual, and emotional bullying and abuse by their peers (previously referred to as Peer-on-Peer Abuse) therefore, the reasons for this are complex and are often multi-faceted.

Cases of child-on-child abuse are often difficult to fully understand and require complex, professionally-informed input, whilst we recognise that staff often have to make decisions quickly and under pressure. Pre-planning, effective training and effective policies will support our staff to make calm, considered and appropriate responses

All staff are encouraged to maintain an approach to child-on-chid abuse that 'it could happen here'.

We understand that our schools need to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to eradicate any behaviours seen as this with an expectation to eliminate this conduct within our schools.

Child-on-child abuse can take on various forms and is identified as a Safeguarding concern. Our schools understand we need to equip all staff about identifying and handling disclosures, including third party disclosures from other peers. All suspicions or incidents will be treated seriously and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals, including reference to the Safeguarding procedures as outlined by the local authority. This will/may include a referral into the Police and/or Social Care. Our schools' staff will offer continued and ongoing support to a victim.

Our schools will consider and may apply disciplinary procedures.

We recognise child-on-child abuse can take various forms, such as:

- Language seen as derogatory, demeaning, inflammatory including unwanted banter.
- Sexual harassment and sexual violence.
- Hate.
- Homophobia.
- Based on gender, differences, and orientation (girls & boys can be victims/perpetrators
- Within the family home (e.g., sibling abuse or violence towards parents/carer
- Outside of the child's immediate household
- Education or community settings
- On-line/off-line or both

We understand that child-on-child incidents can affect the local community, and in the context of wider safeguarding of those children in our local community.

We will use the following national and local guidance's to assist us:

- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE)

- Keeping Children Safe in Education (DfE), part five.
- Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People (GOV.UK)
- The Derby and Derbyshire Safeguarding Children procedures, section, 1.6.1

We will ensure that we support/consult with both the alleged abuser/s and victim/s and parent(s)/carer(s) using a range of strategies, tools and templates available to us, for example:

We will ensure all victims know they will be taken seriously, be supported and kept safe. We will be clear in our approach and reduce any potential risk of a child feeling ashamed for making a report or that they are causing a problem by reporting sexual violence or sexual harassment.

- Derbyshire's Harmful sexual behaviour guidance
- Lucy Faithful Traffic Light Tool
- Local intel and mapping tools and meetings e.g., LCP's – local children's partnerships.
- Risk management plans for alleged abusers
- Victim support plans for alleged victims
- Separation and segregation in the school and classroom

We will have a strategy in our schools to identify, report and respond to any issues/incidents raised. We will ensure all Staff receive an awareness and understanding of child-on-child, sexual violence and harassment in their training and we will work together to reduce this behaviour and any related incidents.

We also aim to use approaches in the curriculum to address and tackle peer on peer abuse and eradicate any cultures pertaining to unsafe and unhealthy schools where children do not feel safe.

(Refer to school-based strategies/tools/approaches if you have any)

Please see our TEAM Education Trust policy for Equal Opportunities & Diversity.

Our Schools acknowledges the Voyeurism Act 2019, and the concerns around **Up Skirting**. This is a form of peer-on-peer abuse and may constitute a criminal act. Any incidents will be treated as a Safeguarding concern and our schools will follow their usual procedures when dealing with such an incident. This will mean reporting an incident to the police.

4.9 The Sending of Indecent Images from one child to another through Digital Media Devices (including nudes-semi nudes)

Our schools accept that this is a Safeguarding concern and one that is increasing. In the latest advice for schools and colleges (UKCIS (UK Council for Internet Safety), 2020), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like which works offline.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This does not apply to adults sharing nudes or semi-nudes of under 18-year-olds. This is a form of child sexual abuse, and we will refer this to the police as a matter of urgency.

Our Staff will respond to a child sending indecent images as a safeguarding concern. The DSL/Senior Leadership Team will seek advice from the police and will consider a referral into children's services.

We will use national and local guidance:

- 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
- Gov Guidance Sharing nudes and semi nudes, Dec 2020

4.10 The Criminal Exploitation of Children: (CRE)

We will train all Staff to recognise signs which may indicate criminal exploitation and to identify children and young people in our schools setting who may be at risk and to report this.

Criminal exploitation is child abuse where children under 18 and older where there is a vulnerable adult are manipulated and coerced into committing crimes.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets – suburban areas and market and coastal towns and using dedicated mobile phone lines or "deal lines."Cuckooing is a practice where people take over a person's home and use the property to facilitate exploitation. There are different types of cuckooing:

- Using the property to deal, store or take drugs
- Using the property to sex work
- Taking over the property as a place for them to live
- Taking over the property to financially abuse the tenant
- The most common form of cuckooing is where drug dealers take over a person's home and use it to store or distribute drugs. Children living in these properties are at risk of neglect and other types of abuse.

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 the Designated Safeguarding Lead who will seek advice from agencies and professionals. including, reference to the Safeguarding procedures as outlined by the local authority. This will mean a referral into the Police and Social Care. Our school's staff will offer continued and ongoing support to a victim.

4.11 Serious Violence/ Carrying Knifes/Offensive Weapons & Gang Culture

Bringing and carrying a knife/offensive weapon onto our school's premises is a criminal offence and immediate action will be taken by calling the police. In some circumstances we may have to use lockdown procedures.

The guidance on Searching, Screening and Confiscation for Head Teachers/Principals, schools and Governors, January 2018 will be consulted, and our school's will consider and may apply the disciplinary procedure.

If a member of staff suspects a pupil/student of being involved in gang culture where it is believed to be exploitative and harmful, this will be raised as a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead (DSL's) who will seek advice from

agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority.

We will ensure our Staff offer continued support to any pupil/student who may have been identified as a child who has been a victim/ or exploited and liaise regularly with the Safer Neighbourhood Teams, Community Safety, and the Police to identify vulnerable groups/individuals who may be involved in serious violence, gang, or knife crime.

5   Safeguarding Roles and Responsibilities

Safeguarding and promoting the welfare of a child or young person is **everyone's** responsibility.

All staff who have contact with children, including Governors, supply staff and volunteers, have responsibility for the following:

- Be aware of the local Safeguarding Partnership procedures and ensure they are followed.
- Listen to, and seek out, the views, wishes and feelings of children and young people and can demonstrate this in their practice.
- Staff should at all times consider what is in the best interests of the child.
- Know who the school's Designated Lead/Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care/Looked After Children), SEN/D and Anti- Bullying including who is the School Link Governor for Child Protection and Safeguarding.
- Be alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Designated Safeguarding Lead(s) in their School (please refer to Raising a Concern Flow Chart)
- To be aware of the 'Allegations Against Professionals' LADO procedures and feel confident in being able to use them including how to report concerns about other staff and the schools setting.
- That any concerns any staff have about a Principal, should be referred to the Chair of Trustees.
- Be aware of Whistle Blowing procedures and Complaints Policy. To obtain further information, advice and support please refer to the TEAM Education Trust's Policy page on the Trust website (available to download from the school website)
- Be aware of the 'Guidance for Safer Working Practices' when working with Children and Young People in education settings, 2019, relevant sections of 'KCSIE 2022' and local procedures for 'Safer Working Practices'
- Our schools have robust protocols in each setting, to include
  - o Staff code of Conduct
  - o E-Safety
  - o Cyber Security

- o Secure schools
- Ensure that their Child Protection training is up to date, undertaking refresher/update training at least annually.
- Be expected to read at least part 1 of Keeping Children Safe in Education (KCSIE) and read Annex B if working directly with children and young people.
- Ensuring that all Staff are aware of the Trust Policy regarding the use of cameras and personal devices during the course of their working responsibilities. All staff are required to read and sign the Bring Your Own Device Policy (GDPR Policy – Document 6).
- Sharing information and working together with agencies to provide children and young people with the help and support they need.
- Supporting pupils who have been abused in accordance with their Child Protection Plan.
- Seeking early help where a child and family would benefit from co-ordinated support from more than one agency (e.g., education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment.
- If at any time it is considered that the child may be a 'Child in Need' as defined in the Children Act 1989. or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care.
- If any Staff, have concerns regarding a child they should raise these with the Designated Safeguarding Lead (DSL) or Deputies who will normally decide/take the next step, (however, any member of Staff, Governor or Volunteer/Student, Supply) in a school can make a referral).
- That children may not feel ready to report, or to know how to tell someone that they are being abused, exploited or neglected. We recognise that children may feel embarrassed, humiliated or threatened by the situation they find themselves in and we are concerned that this should not prevent staff from maintaining their professional safeguarding curiosity and speaking to the DSL.
- Ensure that reporters of abuse will know that they will be taken seriously, be supported and kept safe. They shouldn't be made to feel ashamed for making a report or consider that they are creating a problem.
- If staff feel unclear about what has happened to their concern following a referral, they can obtain feedback from the Designated Safeguarding Lead
- All Staff are aware of the local Safeguarding Partnership's Escalation Policy and Dissent Policy
- 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.

- 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. In particular those children where it is believed they may be leaving the country

- Recognise 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 our schools have 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.

- Recognise that Looked After Children (LAC) 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. Our schools will also ensure that care leavers are supported with Pathway Plans including liaison with the local authority where a personal advisor will be appointed.

- All Staff to recognise their roles and responsibilities under SEN/D that those children/vulnerable adults in there setting may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation.

- Recognising the needs of Young Carers (YC) 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.

- Recognising that a child may be homeless and obtaining the necessary help and support to help them continue in education.

- All Staff are aware of the available Derbyshire school/college 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.

- Be aware that children can be at risk of abuse or exploitation in situations outside their families (e.g. sexual abuse, domestic abuse, criminal exploitation, serious youth violence, county lines and radicalisation) and make appropriate considerations if this might be a potential risk.

- 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 attendance at training on either Prevent/Wrap or training considered
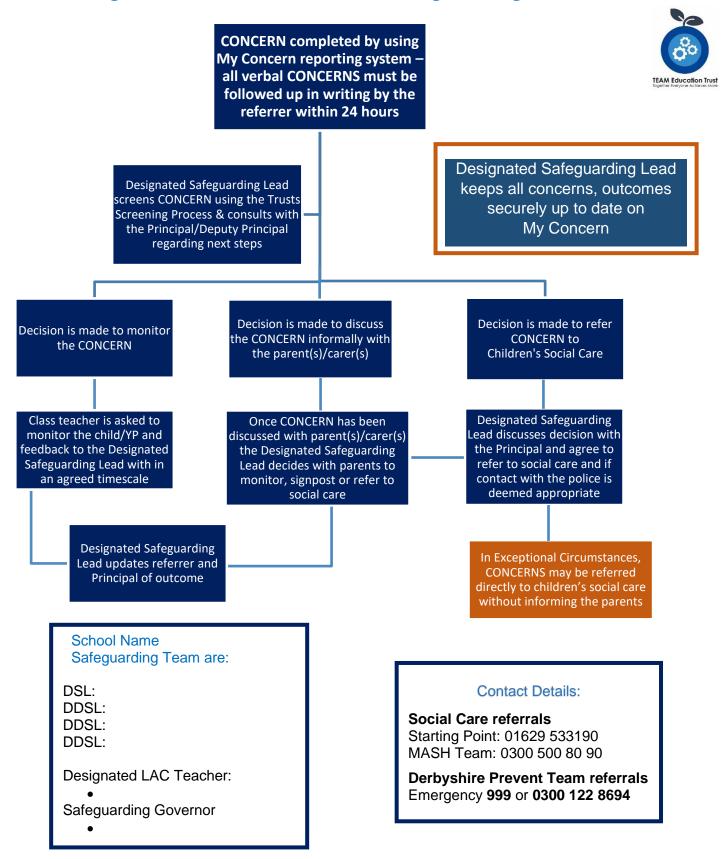
sufficient by the local authority which fulfils the requirements of the prevent Duty for schools/colleges.

- All Staff know about Prevent duties and will report any concerns to the Designated Safeguarding Lead(s) in their school who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process.
- All Staff should recognise that children are capable of abusing other children (child-on-child abuse) or their peers and that this may constitute sexual violence and/or harassment and is a child protection concern requiring action and reporting. Staff will look to reduce and eliminate such behaviour in their setting and be aware that this can happen between children both within and outside the school setting.
- All staff should recognise the signs of emotional and mental health needs in children and when children are struggling to seek advice and support, including signposting to health agencies and organisations who can assist.
- All Staff should recognise what is Child Sexual Exploitation (CSE) and Trafficking and know that they should seek advice and how to report any issues/incidents:
- All Staff should recognise a child may be Criminally Exploited (CRE) or involved in gang culture and should seek advice and report any issues/incidents.
- All staff understand that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of abuse and other risks online as well as face-to-face.
- When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management/are plans and in particular with regard to SEN/D.
- All Staff should recognise homelessness and the impact of the pupil facing homelessness, or who is homeless.
- Our Trust schools will ensure all staff Child Protection Training (including online safety) is up to date and undertaking refresher/updated training at least annually via Inset Training, eLearning modules, email, staff meetings, ebulletins and quizzes.
- Our School's Senior Leadership Team 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 Appendix D.

- All Staff have a responsibility to share and report a concern, they should be aware of how to maintain confidentiality by only involving only those who need to be involved and know how to do this and who to and record where appropriate in the role:

See overleaf - Raising a Concern flow chart

Raising Concerns About a Child Safeguarding Flowchart

CONCERN completed by using My Concern reporting system – all verbal CONCERNS must be followed up in writing by the referrer within 24 hours

Designated Safeguarding Lead screens CONCERN using the Trusts Screening Process & consults with the Principal/Deputy Principal regarding next steps

Designated Safeguarding Lead keeps all concerns, outcomes securely up to date on My Concern

Decision is made to monitor the CONCERN

Decision is made to discuss the CONCERN informally with the parent(s)/carer(s)

Decision is made to refer CONCERN to Children's Social Care

Class teacher is asked to monitor the child/YP and feedback to the Designated Safeguarding Lead with in an agreed timescale

Once CONCERN has been discussed with parent(s)/carer(s) the Designated Safeguarding Lead decides with parents to monitor, signpost or refer to social care

Designated Safeguarding Lead discusses decision with the Principal and agree to refer to social care and if contact with the police is deemed appropriate

Designated Safeguarding Lead updates referrer and Principal of outcome

In Exceptional Circumstances, CONCERNS may be referred directly to children's social care without informing the parents

School Name Safeguarding Team are:

DSL:
DDSL:
DDSL:
DDSL:

Designated LAC Teacher:
-

Safeguarding Governor
-

Contact Details:

Social Care referrals
Starting Point: 01629 533190
MASH Team: 0300 500 80 90

Derbyshire Prevent Team referrals
Emergency **999** or **0300 122 8694**

TEAM Education Trust
Together Everyone Achieves More

6. Trustees, Governors, Proprietors and School Leadership responsibilities

The Trustees, Governors, proprietors, and school leadership teams have strategic leadership responsibility for their school's safeguarding arrangements.

All leaders will facilitate a whole-school approach to safeguarding – making sure that safeguarding and child protection are 'at the forefront' and underpin all relevant aspects of process and policy development.

They will ensure there are robust quality assurance/audits around Safer Recruitment procedures and a framework of checks, tracking and monitoring including enhanced DBS and other checks that may be required (section 128 and Single Central Record) using the national systems in place to report any unsuitable adult to:

>*The DBS service,
>*National Barring and Disclosure Service
>*The Teacher Regulation Agency.

- That they are up to date with emerging issues in Safeguarding and recognise the strategies 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 lead Senior Designated Safeguarding Lead(s) for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in the school/college. The number of DSL's needs to be sufficient in number depending upon the size and demands of the school. That the DSLs are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and with certified training very two years.
- That a Designated Safeguarding Lead (DSL) is always on the premises and available during the school day and there is a contact for school holiday activities on site. where this is not available or in exceptional circumstances, there is cover in place. The leadership team will ensure there is cover at all times and 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 Designated Safeguarding Leads (DSLs) have the duty of drive forward and 'lead' responsibility for safeguarding and child protection (including online safety) set out within in their job description.
- DSLs should have the appropriate status and authority, matched with additional time, funding, training, resources and support needed to carry out their role effectively.

- That we work towards/have a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEN/D alongside other nominated leads in our Schools on these issues.
- We have an appointed teacher who is responsible for Looked after Children (LAC) 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 as defined by the new DfE guidance
- We will work towards having an appointed lead in Mental Health and Well Being in our school settings
- That there are procedures in place in handling allegations against Staff, or Volunteers and any concerns staff and volunteers have (including concerns about the school setting) are referred to the Local Authority Designated Lead (LADO) where the 'harms threshold' is met.
- All Staff/anyone who has contact with a child or young person including Governors, volunteers and frequent visitors who will be working in our Schools is 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 (including online safety)
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- All Staff/anyone who has contact with a child or young person including Governors and volunteers receives the appropriate Safeguarding training, which is regularly updated, and includes a whole school training event in Safeguarding including WRAP/Prevent. (including online safety)
- That we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families.
- That important policies such as those for behaviour and bullying, are kept up to date and in line with government guidance.
- To ensure any systems, processes and policies operate with the pupil's best interests as the primary focus.
- To ensure that children are taught about Safeguarding, including online safety, through a blend of teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- That the curriculum will implement sex, relationship and healthy relationship teaching and make the best use of PSHE to cover Safeguarding issues with children in line with the statutory obligations 2021. And ensure staff are fully trained and equipped to deliver.
- We have in place an on-line 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 to/refer where required within the timescales set out by the local authority.

- That we understand the updated definition of Child Sexual Exploitation (CSE) and expectations around identifying, reporting, and responding to any potential or actual cases of.
- That we notify the Children's Social Care department or allocated social worker if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify the Children's Services if it is thought or known that a child or young person may be Privately Fostered.
- That we use the police Prevent 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.
- That we notify the Local Authority and Children's Services if we have welfare concerns of a child is likely to be or is EHE (Elective Home Education).
- Acting on the 'Learning from Serious Case Reviews' – see Appendix D.
- Ensures that all Staff (governors and volunteers) are made aware of our Trusts Whistle Blowing policy.
- All leaders should know of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty (PSED) and their local multi-agency safeguarding arrangements
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- That all Staff are aware of the GDPR 2018 regulations and do not use that as a reason not to share information about the welfare, health, or safety of a child.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.
- That an overview of records and data in our schools setting and discussed with the governing body to help identify patterns, trends, specific Safeguarding issues and that this is regular activity of the leadership team/Senior DSL.

7. Creating a Safe and Secure Environment

- Our Schools will ensure that all Staff are competent to carry out their responsibilities for Safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all Staff including volunteers feel able to raise concerns, along with being supported in their Safeguarding role.
- We will work hard 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 (use of a school's counsel or similar).
- That the building. including its surroundings, access and exits are safe and one where children can feel safe.

- That the building is always secure, and in any significant event we will use lockdown procedures.
- Where 'extended school' activities are provided by and managed by the setting, 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 and risk management models to assist us to do this.
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with including making public on our website and can participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.
- That we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record.
- Additionally, we operate a visitor Track & Trace procedure in line with Covid guidelines.
- We recognise the host families, homestays/exchange visits abroad and the need to provide safe provision and exchanges. We have a system in place, ensuring the suitability of adults in families when arranging hosting and exchanges.
- We recognise that where our schools place a pupil/student in an activity or another provision we are responsible for the safeguarding of that pupil/student and will check and review those arrangements to reassure ourselves of those safeguarding arrangements and that of the health, safety, and wellbeing of that pupil/student. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of children/young people, our schools, the local community and or viewed to be inflammatory e.g., -banned political groups

8. Safer Working Practices

- 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, including barred list information for those staff who will be engaging in regulated activity and taking proportionate decisions on whether to ask for any further suitability checks beyond what is required.
- Our job adverts will set out our commitment to safeguarding; we will make it clear that safeguarding checks will be carried out prior to offering any employment (either contracted or voluntary work) and that this will include the

safeguarding responsibilities of the post and outline whether the post is exempt from the Rehabilitation of Offenders Act 1974

- Our application form states that it's an offence to apply for a role involving regulated activity with children if the applicant is barred from this type of activity. We will refer to our TEAM Child Protection Policy and policy on employment of ex-offenders and require that applicants have read and acknowledged these.
- We will ask shortlisted candidates to complete a criminal record self-declaration form.
- We will have at least two people shortlisting candidates for all roles.
- We will have a robust pre recruitment process in place so job applications are scrutinised, further enquiries/clarifications are made to ensure the applicants suitability to work in a school setting and will include carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online
- We will, where relevant, check the identity of a person being considered for appointment and their right to work in the UK.
- We will undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad.
- If the individual has lived or worked outside the UK, we will make any further checks our schools consider appropriate, in line with KCSIE Guidance Post EU January 2021 regardless of whether it is an EEA country or the rest of the world.
- We will assess the candidates mental and physical fitness to carry out the responsibilities set out in their job description.
- We will verify professional qualifications, as appropriate. The Teachers Regulation Agency will be used to verify any award of Qualified Teacher Status (QTS).
- We will ensure that a candidate employed to carry out regulated teaching work is not subject to a 'prohibition order' issued by the Secretary of State.
- We will ensure staff and volunteers undergo appropriate level of 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 will 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 will have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor (School may choose their training ensuring at a minimum it covers the 'Keeping Children Safe Guidance', and equips them with the necessary knowledge and skills). As a minimum at the interview there will need to be two questions relating to Safeguarding.

- We will pursue references from the candidate's current and previous employer and investigate any gaps requiring a full explanation to ensure suitability of all potential staff prior to interview.
- We will contact the referee provided to make sure the information given is accurate/legitimate and to clarify any information that is vague or incomplete.
- We will raise an alert with a senior member of the Leadership Team if there are gaps in references and/or any missing references and resolve any concerns before confirming the appointment.
- We will ensure our volunteers/students/supply staff are 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 will ensure all our Governors have an enhanced DBS and other checks that may be required (Section 128).
- That we understand the requirements if schools are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children/young people who attend clubs, holiday schemes and other activities on their premises.
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people our schools or the local community and/or viewed to be inflammatory e.g.- banned political groups.
- Each school provides a list of key individuals with Child Protection responsibilities on their website.
- We will work within the National and Local procedures, if it has been identified an individual may be unsuitable to work with children. This may include co-operating and providing information in any enquiry from the LADO, police and/or children services.

8.1 Supply/Agency Staff

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

The allegations against professionals, volunteers and carers will apply to supply/agency teachers. Whilst this school is not the employer of supply/agency teachers, we will ensure allegations are dealt with correctly.

The Governing body/proprietor/ Senior Leadership will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. They will also keep track of any enquiry and investigation and keep records.

As a school we will be fully involved and co-operate in any enquiries from the Local Authority Designated Officer (LADO), police and/or children's social services.

8.2 Students/Work Placements

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

We will use a risk assessment model with the student to determine suitability, and expectations around the placement when commencing.

If the student/teacher is over 18 years of age, we will as a school apply the Allegations against Professionals, volunteers, and carers criteria if any concerns come to our attention.

If the student on placement is under 18 years of age, we will seek advice from the Designated Safeguarding Lead (DSL) and determine any next steps which may mean using the local children's safeguarding procedures.

8.3 Contractors

We will ensure that any contractor requesting access to our schools' site has a company ID which is checked and visible. Contractors will not be left unsupervised unless verified to engage in regulated activity.

Any contractor, or any employee of the contractor, on site, will been subject to the appropriate level of DBS check.

Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information).

Where the contractor does not have opportunity for regular contact with children, this school/setting will decide on whether a basic DBS disclosure would be appropriate.

Records will be kept of checks carried out and any additional reassurances the schools/setting has sought.

8.4 Regulated Activity

The Senior Leadership Team/DSL will need to be aware and have a clear understanding of what regulated activity is and implications for volunteers in this school/college. Supervision of an activity with children which is a regulated activity when unsupervised.

This may mean undertaking risk assessments on any activity.

9. Safeguarding Processes and Procedures

Our Schools will deliver its responsibilities for identifying and acting on Emerging Needs, Early Help needs, Safeguarding and Child Protection in line with the policies and procedures set out by the <u>Derby and Derbyshire</u> <u>Children Safeguarding Partnership</u> (DDSCP).

The Derby and Derbyshire Safeguarding Children Partnership Threshold Document is available and will assist our schools 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 has contact with a child or young person are made aware of what Early Help means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the Designated Safeguarding Lead (DSL's), liaising with other professionals, and supporting children identified in the school (i.e., potentially vulnerable and those who are vulnerable) who may therefore need Early Help intervention. We will monitor their health, safety and wellbeing and seek further advice, help, and where needed.

The provision of Early Help Services should form part of a continuum of help and support to respond to the various levels of need of individual children and their families.

When providing Early Help provision in our schools we can demonstrate there is a framework and structures to support the work including information sharing, procedures around step up into Childrens social care, robust recording & advice, and support to staff in early help activity.

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

Starting Point will ask at point of referral into Childrens Services what Early Help work has been undertaken and 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 to attendance, learning, behaviour, and mental health.

The Designated Safeguarding Lead (DSL) should 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, missing, exclusions and we should work to actively promote their welfare, providing pastoral support and access to services and the Virtual School.

9.3 Referring to Children's Services

TEAM Education Trust schools will ensure all Staff know that if they have concerns about the welfare and safety of a child, discussions take place with the Designated Safeguarding Lead (DSL) as soon as they are aware or know about a concern and the DSL reports that concern as soon as possible. The DSL will act upon the information received. however, we also recognise any one can make a referral into Children's Social Care.

Where welfare and safeguarding concerns are identified e.g., a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern and immediate safeguarding procedures must be followed. A **telephone referral** must be made to Starting Point Derbyshire's first point of contact for children and young adults' referral into Children's Services and the child or young person must remain on the school site until confirmation has been given that it is safe for them to return home.

Starting Point, Derbyshire: 01629 533190

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

MASH (Multi Agency Safeguarding Hub) Team, Nottinghamshire: 0300 500 80 90

http://www.nottinghamshire.gov.uk/care/safeguarding/childrens-mash/report-a-new-concern-about-a-child

If the child/YP 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 email contact must be provided, and 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 locality, they should discuss with the Allocated Worker or their manager to request the use of the escalation process.

Our schools should ensure they have spoken to the family 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.**

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 keep separate logs for each child if there is a bullying incident.

We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to safeguard children at our schools.

We will follow the recommended GDPR guidelines of 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 and promote the welfare and protect the safety of children.

We will follow the Local Authorities' 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

Our School will ensure that Safer Recruitment practices are always followed (NSPCC module) 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 and verify:
- the identity of candidates.
- a check of professional qualifications.
- 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.
- An online search to identify any issues which may be available online.

We will operate a Single Central Record which will cover all Staff, including Governors, Volunteers, frequent Visitors, Students, Agency, and Supply, and in some cases, 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 the Single Central Record and supporting personal files are regularly updated and reviewed to meet requirements.

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

- The Staff Code of Conduct, ensuring all Staff are familiar with Safer Working Practices are required reading for all staff.
- This also 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 and blended/remote learning.
- We will ensure that Safeguarding considerations are at the centre of each stage of the recruitment process and if in any doubt will seek further HR and or legal advice.

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 criminal records and in relevant cases, the barred list information for children and adults before issuing a DBS certificate to the applicant.

A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met.

We will have a clear understanding of what regulated activity is and implications for volunteers in our schools. 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 where relevant and, on all Governors, which prohibits or restricts a person from taking part in any management of an independent school, including Academy or Free school.

9.7 Dealing with allegations against staff and volunteers who work with children

Our schools will adhere to the procedures set out under 'Allegations Made Against Professionals,' this document can be found on the Derby and Derbyshire Children Partnership website.

We will ensure that the allegations threshold is considered where it is alleged that anyone working in school, that 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

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- This should be referred to the Principal
- Where there are concerns/allegations about the Principal, this should be referred to the Chair of Governors, Chair of the Management Committee or Proprietor of an Independent School and
- In the event of concerns/allegations about the Executive Principal/Principal/Associate Principal this should be reported directly to the Chair of Trustees.

This may also mean a referral to the police.

A referral to the Police will also apply to:

- Regardless of whether the school is where the alleged abuse took place.
- Allegations against a Teacher who is no longer teaching
- Historical Allegations of abuse taking place in the school.

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 Lead (LADO), using the Derby and Derbyshire LADO Referral Form and that this is done by an appropriate member of the Senior Leadership Team.
For further information:
http://www.derbyshirescb.org.uk/professionals/allegations-against-staff/default.asp

The concerns should be discussed within one working day with the Local Authority Designated Officer (LADO) who can be contacted in Derby on 01332 642376. In Derbyshire for queries and support contact 01629 533190.

Our School will ensure we have followed all the necessary duties and processes under this process and under Whistle Blowing and this will be undertaken in accordance with guidance:

We will meet our responsibility under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure & Barring Service where a member of staff is dismissed.

Where there are allegations that are substantiated, the school will fully ensure any specific actions are undertaken on management of this outcome and during the exit arrangements as outlined in the.

- Keeping Children Safe in Education statutory Guidance for schools/colleges

- The Local Safeguarding Partnership Procedures, and the Trusts HR procedures.

If a report of an allegation/s is determined to be unsubstantiated, unfounded, false, or malicious the DSL will consider if the child/young person who has made the allegation is in need of help or may have been abused by someone else and a referral to Children Social Care services may be appropriate.

If a report is shown to be deliberately invented or malicious, the school will consider sanctions.

9.8 A low-level concern/Nagging Doubt

Allegation/concerns that do not meet the 'harms threshold' are referred to as 'low level concerns."

We will have a policy and process on how to deal with a low-level concern. It is in line with any Local Children's Safeguarding Procedures and Policy and LADO.

The policy and processes will apply to contractors, supply and agency staff and we will inform their employer to assist them in determining any historical context, the current concerns and decision making.

A low-level concern will be recorded and retained on the individual's personnel file. Records on individuals will also be reviewed in order that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

We will make this aware to All Staff and in line with our Staff Code of Conduct and Guidance's around Safer Working practices and promoting safe cultures in schools.

10. Important Contacts

- A list of important contacts is set out in Appendix F.

11. Management of the Policy

The Trustees/Governing Body/Proprietor/Trustee will.

- Ensure all Governors are aware of the Safeguarding arrangements in the school setting.
- Ensure all Governors are effective in the management of safeguarding.
- Ensure all Staff including all other Governors and volunteers read and have access to this and all safeguarding policies.
- That it is displayed on our school's website
- That is overseen to ensure its implementation

- Review its content on an annual basis and in line with any updates to Keeping Children Safe in Education statutory guidance.

The Principals/Senior DSL will report annually on Safeguarding activity and progress within the school setting to the Governing Body.

An appointed Designated Safeguarding Lead (DSL) will complete the S175 Safeguarding Audit and with an Action Plan which will be used to report on Safeguarding activity and progress. We will also include our Safeguarding Link Governor in this activity.

A copy of which will be submitted to the CPM (Child Protection Manager) for Schools/Education settings at Derbyshire County Council. This will be held on file & reported to the Derby City and Derbyshire Safeguarding Children's partnership.

The Principals should report any significant issues to the Chair of the Governing Body that may have an impact on Safeguarding in the School/Educational setting and using the processes with the Local Authority to report.

Appendix A: Roles and Responsibilities in Safeguarding

The Senior Designated Safeguarding Lead is:

-

The Deputy Designated Safeguarding Lead is:

-

The Designated Safeguarding Leans are:

-

The Appointed Teacher for Looked after Children/Virtual School is:
-

The Appointed Teacher for SEND is:

-

The Designated Lead(s) is/are for Anti-Bullying is:

-

The Designated Link Governor for Anti-Bullying is:

-

**The Designated link Governor for Looked after Children
(Child in Care CIC) is:**
-

Other Pastoral Members who take responsibility for safeguarding are:

-

(To be completed for each schools setting)

Appendix B: 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 as far 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 the family (CSIF) 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 caregivers). or
  - Ensure access to appropriate medical care or treatment.
  - Respond to a child's basic emotional needs

- Bullying and forms of bullying on and offline including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse

Appendix C. 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 within the family. School / College all 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 D. 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

S4S : DERBYSHIRE County Council

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 e.g.- dogs, weapons.

(Flow Chart Making a referral)

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 e.g.- 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

- ### 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 they 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 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.

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 behavioral 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.
- 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 honor 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 where ever 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   **Tel:** 01629 535353

Derby City First Contact Team   **Tel:** 01332 641172

LADO Derby & Derbyshire (Local Authority Designated Officer- allegations against staff, volunteers, carers)
Email: 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: **Tel:** 101

Department for Education: 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

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

Prevent: www.saferderbyshire.gov.uk/preventreferral Making a Prevent referral Derby & Derbyshire, contact the lead officer for Prevent at Derbyshire County Council**:**

DCC Prevent Lead 01629 538473

(Schools to add - If you border another local authority and have children not living in Derbyshire you should add here those points of contacts and for making referrals into social care and the police)

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

The Derby City and Derbyshire Safeguarding Children Partnership (DDSCP) recognises the importance of learning and improving from our experiences in this area. Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and leaning relevant for schools/settings for 2019/20 can be found here:

[Serious Case Reviews (ddscp.org.uk)](ddscp.org.uk)

Themes:

- Baby Deaths and injuries in pre- mobile infants
- Teenage Suicides
- Neglect

Working with complex features in families Key learning for professionals

- Always take children and young people seriously if they tell us about sexual abuse or any other kind of abuse.
- Make sure that telephone referrals made to Children's Social Care are followed up within 48 hours; If you do not receive feedback on a referral in 3 days informing you what action is being taken make sure you follow this up.
- Use chronologies and genograms (family trees). This is particularly important to help understand complex and/or large families.
- When working with a child always consider 'What is lifelike for this child, in this family?' Be respectfully curious about their lived experience and make sure you consider risks to children from their siblings as well as any adults in the family. This is particularly important in cases of child sexual abuse;
- Make sure any plans to talk to a child or young person about possible abuse in their life have explicitly considered the possibility that - other children in the family may also be abused,
- boys in the family may be at risk, even where concerns were initially raised about girls.
- self – harm, substance misuse and criminal behaviour may be indicators of abuse.
- parents may be threatening them to keep quiet and not tell you what is going on
- Be respectfully curious when considering the circumstances of women during pregnancy. During routine enquiry use the opportunity to identify vulnerabilities:
- Has the identity of the father been shared? If not, is this an indication of coercion or abuse? If there has been a delayed or concealed pregnancy, is there sufficient understanding for why this has occurred? Has this occurred on more than one occasion? Is this an indication of coercion or abuse?
- Are the circumstances of a teenage mother understood and are there causes for concern? Are they isolated? Are sources of support from family members

judged to be protective and acting in the interests of the mother and unborn baby?

- Make sure that you maintain accurate and timely records of your involvement with a child and their family and include explicit analysis (or formulation) where it is needed.
- Make sure that your assessments and plans are explicit about how children will be kept safe from harm, especially where there are concerns about child sexual abuse and it has not been possible to obtain criminal convictions;
- Use assessment tools to help you understand the lived experience of children. Key assessment tools include: o Brook Traffic Light Tool to help you to understand children and young people's sexual behaviours and decide whether the behaviour is concerning; o Neglect Graded Care Profile; o Domestic Violence Risk Identification Matrix and other relevant assessment tools in your work with families; o Pre-Birth Assessment
- If you are unclear about the progress being made or are worried about the children make sure you seek advice and consider whether multi-agency meetings are used to help plan what everyone is doing.
- When there are differences of opinion about the safety of a child use the Escalation policy and process and seek advice if you need it;
- Seek support and supervision from your manager to reflect on the work you are doing with children and families, especially where there are concerns about neglect, drift in a case or complex/multiple types of abuse and offending behaviour within the family.
- Make sure that you discuss with your manager or agency keeping up to date with your safeguarding training especially training about child sexual abuse.
- Make sure you link up with the schools where the children go as it is extremely likely that they will have an excellent understanding of what life has been like for the children and siblings in their school over several years.
- Use the Safeguarding Children Procedures to help you raise safeguarding concerns, including the complex abuse section if it is relevant to the vulnerabilities in a large/complex family.
- Use the Derby and Derbyshire Safeguarding Children Procedures as part of your practice if you are not sure of something or want to discuss a concern about a child with your line manager; Save a shortcut link to the safeguarding children procedures on your computer to help you find them.
- Sign up online so that you receive automatic notification when the Procedures are updated

Annex A. Early Years Foundation Stage (EYFS):

Children 0-5/Reception

Our EYFS 0-5 including Reception provision will take all necessary steps to safeguard children, ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures in line with our schools Child Protection/Safeguarding Policy and the Derby and Derbyshire Childrens Safeguarding Partnership **(DDSCP).**

EYFS seeks to provide:

- **quality and consistency** in all early year's settings, so that every child makes good progress, and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported
- collaborate in partnership with other agencies who work to support children and their families

Our EYFS provision will:

- If Staff have concerns about a child's safety or welfare, they must notify agencies with statutory responsibilities without delay.
- Ensure our safeguarding policy and procedures within our setting covers the use of mobile phones and cameras.
- Have an expectation that our children can access technology and use it safely with staff supervising the use of devices by pre checking all apps/platforms prior to using.
- Use age-appropriate tools and resources.

Our staff will:

- Understand their safeguarding responsibility and are clear about how it fits into their role on a day-to-day basis.
- Have a Designated Safeguarding Lead, with adequate training on site to take responsibility for identifying, recognising the appropriate signs of abuse, neglect, and online safety.
- Complete induction/statutory annual Safeguarding training to enable them to identify the signs off abuse and neglect, and how to confidently respond to this in a timely and appropriate way.

- Undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences to children that continually improves.

Recruitment and staffing:

- All our Staff will have had all the necessary suitability checks to ensure they are suitable to fulfil the requirements of their role.
- We will meet our responsibility under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure & Barring Service where a member of staff is dismissed.

Further details on what suitability employment checks are carried out can be found in the **Recruitment Section of this policy.**

Governments Statutory Guidance

Working to Safeguard Children 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf

Prevent Duty 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

Safeguarding Children and protecting professionals in Early Years settings

https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers