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Signed by Safeguarding Link Governor		**Signed by DDSLs**	
This policy has been reviewed on 23/08/2022 and has been impact assessed in the light of all other school policies and the Equality Act 2010.			

ETWALL PRIMARY SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY

1. Introduction and Context

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1.1 Our school, its community, and our vision & ethos.

Etwall Primary School is a thriving village school which takes pride in its nurturing environment and the quality of education provided for all children. Our mission is to provide an education of the highest quality. We are committed to ensuring that all children feel safe and happy in school every day. We aim to give all children a wide range of opportunities and experiences, enabling them to achieve success in their learning and to be confident and motivated children. Standards at Etwall Primary are high and we are extremely proud of all of our children and our hardworking staff who help them to flourish. We strive for continual improvement on our journey towards excellence.

Our staff are committed to ensuring that each child fulfils his or her potential, both academically and personally. We encourage each child to make the most of all opportunities in order to find their talents and interests and aim to instil in them a real love of learning for life long success. Our vision is that each child at Etwall Primary School will know the wonder and excitement of opening doors to new experiences. They will develop the skills and knowledge to make the most of each new opportunity and have the confidence to seek their own adventures as caring, curious and ambitious individuals.

Etwall Primary School is a strong pillar of the community it serves. We encourage the children to appreciate and embrace the cultural diversity of the wider community that they will experience throughout their lives.

We recognise that specific issues relating to our school's locality must be taken into account. We recognise that radicalisation may come from far right extremism as well as other forms of extremism. Our school is aware of and assesses the risks/issues in the wider community when considering the well-being and safety of our pupils. We are aware of indicators of abuse and neglect, and understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.

Whilst we are a relatively affluent area, we recognise that our children are still at risk of neglect and abuse and so we remain alert to the signs of this. All staff use CPOMS as the standard platform for reporting and recording concerns so that they can be acted on immediately and appropriately.

The aim is to follow the procedures set out by the local safeguarding partnership (formally DSCB), Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2022 (provided at induction).

The purpose of Etwall Primary School's safeguarding policy is to ensure we:

- **Are committed** to developing a robust culture of vigilance
- **Raise awareness of** safeguarding and child protection issues, and equip children with the language and skills to keep themselves safe
- **Establish a safe environment** in which children can learn and develop within an ethos of openness and are taught to treat each other with respect, to feel safe, to have a voice and know that they are listened to
- **Support vulnerable pupils** including those who have been abused, have witnessed violence towards others or may be vulnerable to abuse
- **Prevent unsuitable people** from working with children by ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with our children and to maintain an active vigilance thereafter.

1.2 Our Ethos

We all have a statutory duty to safeguard and promote the welfare of children and to maintain a professional attitude of '*it could happen here*' where safeguarding is concerned.

Safeguarding and the promoting of the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

All staff are encouraged to report any concerns that they have and **not see these as insignificant.** On occasions, a referral is justified by a **single incident** such as an injury or disclosure of abuse. More often however, **concerns accumulate over a period of time** and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, **it is crucial that staff record and pass on concerns** in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity**.**

When there are concerns about the welfare of a child, staff members will always act in the best interests of the child. We facilitate a **whole school** and **child-centred approach** to safeguarding, meaning that we ensure safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development. We know that ultimately, all systems, processes and policies should operate with the **best interests of the child** at their heart.

Our school will continue to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe. Children at our school are encouraged to talk freely with any staff member at our school if they are worried or concerned about something. We follow the what to do if a child is being abused guidance.

We strive for a culture where children can confidently report abuse, know their concerns will be treated seriously, and know they can safely express their views and give feedback. However, we are aware that children **may not feel ready** or **know how to tell someone** that they are being abused, exploited, or neglected, and/or **they may not recognise their experiences as harmful**. We know children may feel embarrassed, humiliated, or are being threatened and this makes it difficult for them to speak out. Our staff are expected to have a professional curiosity and speak to the Designated Safeguarding Lead if they have concerns about a child. Our staff determine how best to build trusted relationships with children and young people in our school that helps facilitate communication.

In our school we acknowledge the negative experiences and distressing life events associated to Covid 19 and this can still affect the mental health of our pupils and their parents; we are well prepared to offer the right help at the right time.

This policy has been developed in-conjunction with our school culture of prevention, protection and support and will be linked with all our policies e.g. anti-bullying, online safety, health and safety.

1.3 Our Policy

Etwall Primary School fully recognises its responsibilities for Child Protection and Safeguarding, this policy sets out how the school will deliver these responsibilities.

This is an overarching policy.

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

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

Child as written in this policy is a pupil or student in this school.

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 within the school.

At Etwall Primary school we have responsibility for children who are of statutory school age and those children aged 5 and under who are Early Years Foundation Stage (EYFS) and thus we are a provider for these children. Please see the Annex at the end of this policy for further information on our responsibilities for children in EYFS.

We recognise that the terms 'victim' and 'perpetrators/alleged perpetrators' need to be chosen on a case by case basis. Not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. In some cases, abusive behaviour will also have been harmful to the perpetrator as well.

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" 1 Sept 2022 which is the statutory guidance for Schools and Colleges. This is provided at induction for all members of staff, the current version is stored in our Policies Folder on Sharepoint and in the documents library in CPOMS.

"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 for schools and childcare 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

We will refer to other policies relevant to our safeguarding in the school and their location in the school. We have adopted the following policies and guidance on offer by Derbyshire's Education safeguarding services:

- Online Safety Policy
- Private Fostering Policy
- Child on Child Abuse Guidance
- External Contributors' Guidance

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

Through implementation of this policy we will ensure that our school provides a safe environment for children to learn and develop.

1.4 Our Principles

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

- **Safeguarding is everyone's responsibility**: all staff should play their full part in keeping children safe.
- We will aim to protect children using national, local, and school child protection procedures.
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by 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 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 defines safeguarding 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.

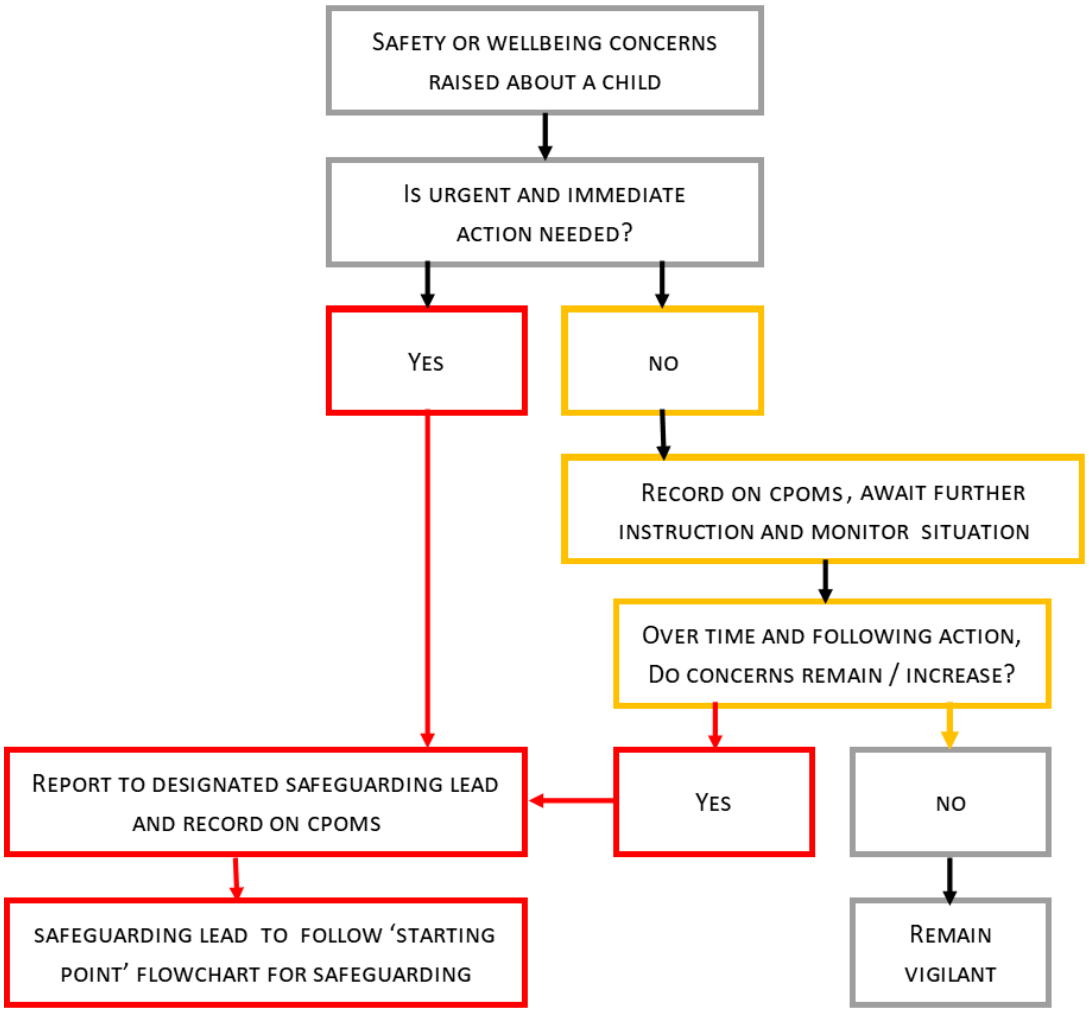
This school will continue to work in partnership with the Derby and Derbyshire Safeguarding Children Partnership and follow relevant local arrangements, policies and procedures as set out under the local safeguarding partnership arrangements. It is expected that the Derby and Derbyshire Safeguarding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

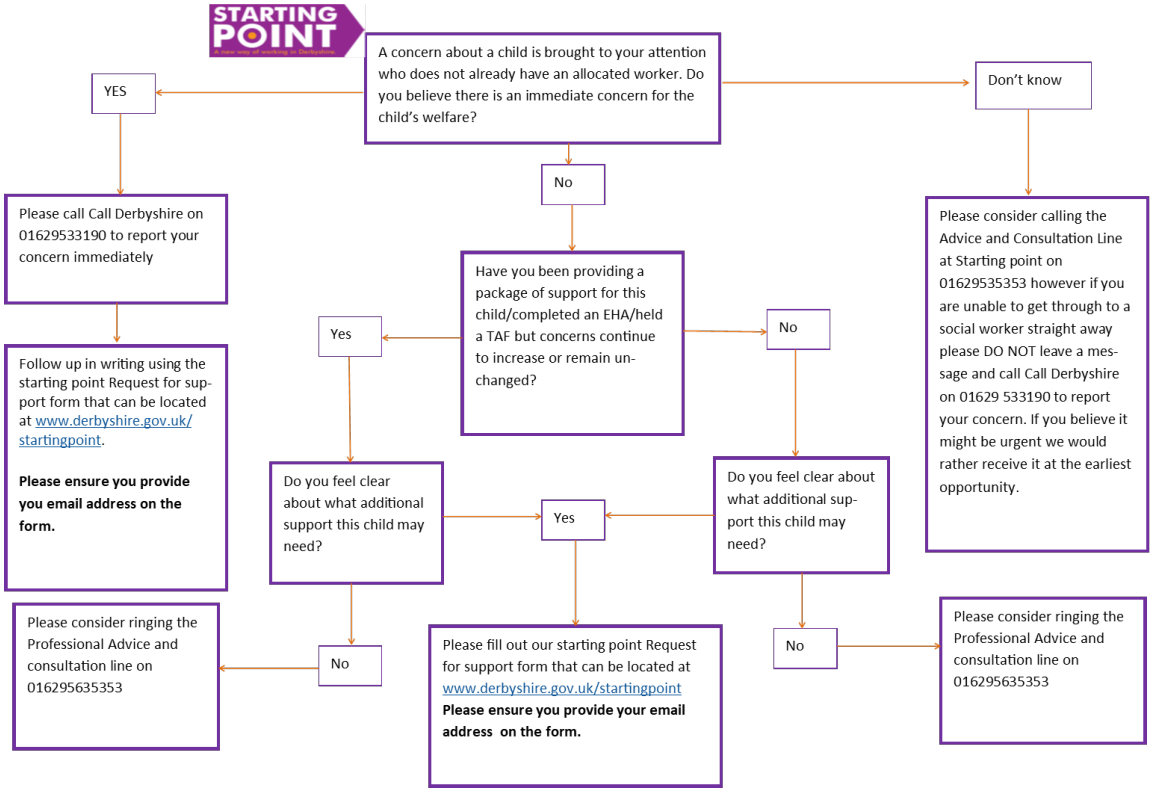
We will ensure that our parents/carers know about our principles, vision, and ethos in Safeguarding. That we aim as a school to work with our parents/carers and the local community to help keep children safe.

2. Safeguarding Roles and Responsibilities

All Staff who have contact with a child, including governors and volunteers have responsibility in this school for:

- Listening to, and seeking out, the views, wishes and feelings of children and can demonstrate this in their practice.
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the school.


SAFETY OR WELLBEING CONCERNS RAISED ABOUT A CHILD
IS URGENT AND IMMEDIATE ACTION NEEDED?
YES
NO
RECORD ON CPOMS, AWAIT FURTHER INSTRUCTION AND MONITOR SITUATION
OVER TIME AND FOLLOWING ACTION, DO CONCERNS REMAIN / INCREASE?
YES
NO
REPORT TO DESIGNATED SAFEGUARDING LEAD AND RECORD ON CPOMS
SAFEGUARDING LEAD TO FOLLOW 'STARTING POINT' FLOWCHART FOR SAFEGUARDING
REMAIN VIGILANT


STARTING POINT
A concern about a child is brought to your attention who does not already have an allocated worker. Do you believe there is an immediate concern for the child's welfare?
YES
No
Don't know
Please call Call Derbyshire on 01629533190 to report your concern immediately
Follow up in writing using the starting point Request for support form that can be located at www.derbyshire.gov.uk/startingpoint.
Please ensure you provide you email address on the form.
Have you been providing a package of support for this child/completed an EHA/held a TAF but concerns continue to increase or remain unchanged?
Yes
No
Please consider calling the Advice and Consultation Line at Starting point on 01629535353 however if you are unable to get through to a social worker straight away please DO NOT leave a message and call Call Derbyshire on 01629 533190 to report your concern. If you believe it might be urgent we would rather receive it at the earliest opportunity.
Do you feel clear about what additional support this child may need?
Yes
Do you feel clear about what additional support this child may need?
Please consider ringing the Professional Advice and consultation line on 016295635353
No
Please fill out our starting point Request for support form that can be located at www.derbyshire.gov.uk/startingpoint
Please ensure you provide your email address on the form.
No
Please consider ringing the Professional Advice and consultation line on 016295635353

- Knowing who the School 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.

  Currently:

  Sarah Bentley – DSL

  Sam Toynbee – DDSL and Designated Teacher for CIC/LAC

  Rick Ormiston – DDSL

  Sarah Giles – DDSL, SEND and Senior Mental Health Lead

  Hollie Millward – PSHE and Anti-Bullying Lead

  Lynsey Marriott – Online Safety

  Zoe Poynton – Link governor for Child Protection and Safeguarding

- Feeling able in this school to obtain feedback on all concerns reported to a Designed Safeguarding Lead.
- Feeling able to use the schools and local safeguarding partnerships Escalation Policy and Dissent policies.
- Being aware of the 'Allegations Against Professionals' LADO procedures and feeling confident in been to report concerns about other staff and the setting.
- Being aware of safer working practices.
- Sharing any concerns about a Headteacher with the Chair of Governors.
- Being aware of the schools Whistle Blowing procedures and where to obtain further information, advice, and support. **(see Confidential Reporting Code/Whistleblowing Policy – found on Policies Sharepoint site)**
- Sharing information and working together with agencies such as health and the police to provide children and young people with the help and support they need.

- Supporting pupils who have been abused in accordance with his/her Child Protection Plan.
- Children who go missing from school and or the classroom and particularly those where it is believed a child is leaving the country.
- Identifying children in their school who may be vulnerable to criminal and sexual exploitation; including trafficking and knowing about what action to take, referring into children's services and or the police.
- Recognising that Home Educated Children can be more vulnerable than other children and ensuring processes are followed when a child is likely to be removed from the roll.

- Recognising that Looked After Children and care leavers are more vulnerable than other children, and ensuring their needs are acknowledged and met by working with the allocated Social worker on the Pathway Plan and transitions into Post 16.
- Children identified as SEND in the school can be more vulnerable and may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation.
- When using reasonable force this is in line with national guidelines and considers individual pupil needs and risk management /care plans and about SEND.
- Identifying a young carer and ensure they are supported and signposted to organisations that can help them.
- Recognising that a child may be homeless and obtaining the necessary help and support to help them continue in education.
- Identifying a child may be privately fostered and they have a duty to notify Children's Services if it is thought or known they are ben privately fostered or their living arrangements appear ambiguous.
- Being aware of what is extremism in all its forms, including ideologies and race hate. Therefore, understanding their duties under prevent when in the school.
- Recognising that children can abuse other children or their peers. That this may constitute sexual violence and/or harassment and is a child protection concern requiring action and reporting.
- Recognising emotional and mental health needs in children when children are struggling to seek advice and support including signposting to health agencies and organisations who can assist.
- Ensuring that their Child Protection training is up to date and undertaking refresher/updated training at least annually.
- All teachers must be aware of the requirement to report to the police any cases of FGM in girls under the age of 18 which they identify in the course of their professional work.
- The Senior Leadership Team/DSL in the school are mindful of national / local Serious Case Reviews, and serious incident reviews to help inform their practice and implement any lessons learnt for this school/setting. ***(A summary of learning for schools is available in this policy Appendix F).***

ROLE OF THE DESIGNATED SAFEGUARDING LEAD

The governing body have appointed *Sarah Bentley, Headteacher* as the schools Designated Safeguarding Lead as they are the appropriate **senior member** of staff with the authority to perform the role and form part of the school's leadership team. The designated safeguarding lead takes **lead responsibility** for safeguarding and child protection (including online safety). The designated safeguarding lead or a deputy will always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. In this instance, staff should consider speaking to a member of the senior leadership team and/or take advice from local Childrens Services. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

The Designated Safeguarding Lead has responsibilities as follows:-

• refer cases of suspected abuse to the local authority Childrens Services as required

• support staff who make referrals to local authority Childrens Services

• refer cases to the Channel programme where there is a radicalisation concern as required

• support staff who make referrals to the Channel programme;

• refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;

• refer cases where a crime may have been committed to the Police as required

• liaise with staff (especially pastoral support staff, school nurses, IT Technicians SENCO and Mental Health Lead) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;

• act as a source of support, advice and expertise for all staff

• be aware of pupils who have a social worker

• help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff

•liaise with the headteacher to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult.

If the Designated Safeguarding Lead is not available, staff must refer their concerns to someone else who is named as a deputy for this role.

All staff are aware of the process for making referrals to Childrens Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral. Further information is outlined within part two.

THE ROLE OF DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our Governing body will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. A previously looked after child potentially remains vulnerable and all our staff will have the skills, knowledge and understanding to keep previously looked after children safe.

The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Our Designated Teacher is aware that the Virtual school head manages pupil premium plus for looked after children. Our Designated Teacher works with the virtual school head to discuss how funding can be best used to support the progress of our looked after children in school and meet the needs identified in the child's personal education plan. Our Designated Teacher will also work with the virtual school head to promote the educational achievement of previously looked after children.

Our governing body has appointed Mrs Sam Toynbee as the designated teacher to promote the educational achievement of children who are looked after or previously looked after and ensures that this person has appropriate training. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Guidance for Designated Teachers .

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

These are listed in Appendix A.

TRAINING

All staff and volunteers will receive Safeguarding Children and Young People training which will be delivered by the local authority safeguarding training team every other year and by the DSL in the alternate years.

All staff and volunteers will receive Induction Training – this is mandatory and will include:

• Our child protection policy (inclusive of procedures to deal with child on child abuse)

• Our behaviour policy for pupils

• Our staff behaviour policy – Code of Conduct Policy

• Our safeguarding response to children who go missing from education

• Our online safety policy

• The role of our designated safeguarding lead and deputy designated safeguarding lead

• Part one and Annex A- Keeping Children Safe in Education 2022. (Senior leaders, DSLs and Governing Bodies will assess whether staff who do not work directly with children will be suitably informed by reading (and signing for understanding) annex A of the guidance. Annex A is a condensed version of part 1. All staff who work directly with children in our school will read and sign acceptance of understanding for Part 1)

Our Designated Safeguarding Leads (and deputies) will attend training every two years; and in addition to formal training, their knowledge and skills will be refreshed at regular intervals, at least annually.

All of our other staff will receive regular safeguarding and child protection updates as required to provide them with relevant skills and knowledge to safeguard children effectively.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

3. Types of Abuse/signs of Abuse/Specific Safeguarding Issues (Child Protection)

Child Abuse

Abuse is a form of maltreatment of a child. We acknowledge that there are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is also defined in the 'Keeping Children Safe in Education Statutory Guidance, 2022'.

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

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

A full explanation of indicators is in Appendix B.

This school understands that there are specific safeguarding issues, which we will ensure all staff will be trained to understand, identify, report, and monitor these concerns. Where appropriate these issues will be included in the curriculum:

- Bullying including cyber bullying and cyber crime
- Children at risk of exploitation including child sexual exploitation
- Child sexual abuse within the family
- Compromised parenting, particularly in relation to babies and very young children
- Domestic Abuse, including witnessing the ill treatment of others, and teenage relationship abuse
- Extra-familial harm
- Fabricated or induced illness
- Faith abuse
- Forced marriage, Female Genital Mutilation (FGM) and breast ironing
- Gangs, youth violence and trafficking
- Gender based violence/Violence against women and girls (VAWG)
- Hate including race hate, discrimination, including LGBTQI+
- Mental Health
- Missing children from education and home
- Online abuse/Sexting/harassment

- Private Fostering
- Preventing Radicalisation
- Substance and alcohol abuse

These children are therefore more vulnerable. At Etwall Primary School we will identify who our vulnerable children are, ensuring all staff know the processes to secure advice, help and support where needed.

Domestic Abuse

Domestic Abuse is rarely a one-off incident, but a pattern of power and control. Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, and can be perpetrated by intimate partners or family members regardless of gender or sexuality.

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.

Our staff/volunteers understand that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

We know that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse, possibly seeing, hearing, or experiencing the effects of abuse at home. Witnessing the ill treatment of others can cause harm to the child.

Etwall Primary School receives a notification (SDAT) from Derbyshire Police where there has been an incident in a household involving a child at this school. We have agreed processes on how to respond and support the pupil whist in school and are able to escalate any Safeguarding concerns into Children's Services.

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

This school recognises 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.

The necessary form to make a referral is available here: DA risk assessment and referral

Emotional/Mental Health and Wellbeing

All 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, 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 frequently.

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 training a Senior Mental Health lead to develop the knowledge and skills to implement an effective whole school approach to mental health and wellbeing in our setting.

(https://www.gov.uk/guidance/senior-mental-health-lead-training)

We will provide information and signposting services to children and parents. 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 School/setting will contact the local School Community Advisor for advice:

CAMHS North

CAMHS South

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

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

Dawn Wain – SCA Southern Derbyshire (Dawn.wain@nhs.net or 07717 782268)

We will use this website to help us signpost Staff and families:
Derby & Derbyshire Emotional Health & Wellbeing

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.

CAMHS Rise
CAMHS North Urgent Care

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

Etwall Primary School will work with our partners to keep children safe when online.

We will ensure that we have information and processes to raise awareness of online safety and cyber security for all our staff, children, and parents; our aim is to have a whole school approach to online safety. As such, we are working with Traci Goode, an online safety consultant and plan to use the Education for a Connected World framework and Project Evolve (which hosts all of the resources that link into the framework) to support our work in this area.

This will cover a range of online safety issues including:

- fraud and scams
- copycat websites, phishing e-mails
- identity theft
- cyberbullying/trolling, cyberstalking,
- online grooming, online radicalisation,
- offensive/illegal content including race hate
- child sexual exploitation online
- Youth produced sexual imagery (sexting, nudes, semi-nudes)
- Using social media platforms.

Cyber Security is a growing Safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against Cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

• content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

• contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and

• conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying;

• commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

Where children are being asked to learn online at home the DfE has provided advice to support schools and colleges do so safely.

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

Whilst considering our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our governing body will do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, our governing body ensures our school has appropriate filters and monitoring systems in place and regularly review their effectiveness. They ensure that our leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Our governing body is committed to consider the age range of our children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

The Sending of Indecent Images from one child to another through Digital Media Devices, including nudes and semi-nudes.

In the latest advice for schools and colleges (UKCIS, 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.

This school 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 to help us:

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

The Criminal Exploitation of Children:

We will train all staff to recognise signs which may indicate criminal exploitation and to identify children in the school/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.

The Sexual Exploitation of Children:

We will train all staff to recognise signs which may indicate sexual exploitation and to identify children in the school/setting who may be at risk and to report this.

Child Sexual Exploitation (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.

It can occur online, and many young people can be persuaded or forced to have sexual conversations by text or online, send or post sexually explicit images of themselves, take part in sexual activities via a webcam or smartphone.

Children and young people in sexually exploitative situations and relationships are persuaded or forced to perform sexual activities or have sexual activities performed on them in return for gifts, drugs, money, or affection.

All suspected or actual cases of CRE/CSE are a Safeguarding concern in which safeguarding procedures will be followed and this will include a referral to the police and children's services.

We will treat these children as exploited and they will be treated as victims. This school will put in place risk management plans with partners and will help and support the children and their family, access advice from other agencies for example health, or sexual health services.

Forced Marriage/ Honour based Violence and Female Genital Mutilation (Child Protection)

Etwall Primary School knows about a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed. This will include a referral to the police made by the school. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the school. The Designated Safeguarding Lead will refer into Children's Services. This will also apply to suspicions of a child been subject to treats of or 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 and in all cases.

Prevent and Counter Terrorism

The school will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Head teacher and Chair of Governors will:

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

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

- Establish or use existing mechanisms for assessing the risk of extremism and terrorism.
- Ensure staff understand the risk and build capabilities to deal with issues identified.
- Communicate the importance of the duty.
- Ensure all Staff understand their roles and responsibilities in prevent.
- This school will respond to any concern about Prevent as a Safeguarding concern.
- We will seek to work in partnership with agencies undertaking risk assessments where appropriate and proportionate to risk.
- We will aim to build our children's resilience to radicalisation.

- Any indicators that the concern may be a prevent or of possible extremism. A referral will be made in all cases to the Derbyshire Police Prevent Team: Extremism and Prevent (derbyshire.gov.uk)

The school is committed to providing effective filtering and monitoring systems; this will include monitoring the activities of children when on-line in the school and actions taken relevant to the activity. James Hartle, our ICT technician, ensures that our filtering is effective and is monitored through RM Unify.

The school will record any concerns, and these records will be treated as a Child Protection Record, storing them on a Child Protection /Safeguarding file within CPOMS.

Child on Child abuse, Sexual Violence and Harassment

Children are vulnerable to physical, sexual, and emotional bullying and abuse by their peers. Such abuse will be taken seriously by this school and we will aim to eradicate any behaviours seen as this.

Child on child abuse applies when there is an allegation or suspicion that a child has abused or is at risk of abusing another child, including:

- Within their household (for example sibling abuse); and
- Outside of the child's immediate household.
- Education or community settings
- On-line/off-line or both

Child on child abuse can take various forms and includes:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals

We recognise that child on child abuse is often gender based. **All victims will be taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.**

In our school we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. Abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up". We understand that we need, as a school, to have clear mechanisms and procedures in place to identify and report incidents or concerns.

Our staff will record and report all issues of child on child abuse to our designated safeguarding lead (or deputies) and ensure the best action is taken to safeguard children and young people in our school. Our curriculum endorses child on child abuse is not acceptable and our actions are supported by associated safeguarding policy and procedures in our school (Anti Bullying, Pupil Behaviour, E Safety, Acceptable Use and broader child protection procedures).

This school understands we need to equip all staff about identifying and handing disclosures, including third party disclosures from other peers. All suspicions or incidents will be treated seriously and as a safeguarding concern and responded to. In all cases this will require a discussion with the Designated Safeguarding Lead who will consider a referral into the Police and Children's Services.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims. Risk assessments will be recorded (paper or electronic) and will be kept under review. At all times we will be actively considering the risks posed to all our pupils and students and put adequate measures in place to protect them and keep them safe. Our risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform our approach to supporting and protecting our pupils and students and updating our own risk assessment.

We also understand that child on child abuse 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 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

This school has a child on child abuse policy. *(Child on Child Abuse Policy and uses current guidance from Harmful sexual behaviours in children and young people (derbyshire.gov.uk))*

We will ensure that we support both the alleged abuser/s and victim/s and will use a range of strategies tools and templates available to us, for example:

- 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

We will work with partners for example, the police, health, children's services, and youth offending to help keep the child safe and feel protected. We will seek advice for the child and signpost them to services.

We will listen to and consult with the child, working with the parents for example, looking at segregation and separation in the school and the classroom.

All staff will receive an awareness and understanding of child on child abuse, sexual violence and harassment in their training and we will work together to reduce this behaviour and any related incidents.

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

We record any allegations of child on child abuse on CPOMS and ensure that victims are listened to and supported. We meet with parents/carers to better understand the impact of child on child abuse and use our ELSA (Emotional Literacy Support Assistant) to ensure that support is given.

Our school rules and values further demonstrate our belief that school should be a safe and happy place where respectful attitudes and behaviour is expected and insisted upon.

Serious Violence/ Carrying Knifes/Offensive Weapons & Gang Culture

We will work with partners for example the Police, local Safer Neighbourhood Teams, and Community Safety to identify any child or groups of children who may present as being involved in serious violence, gang, or knife culture. Bringing and carrying a knife/offensive weapon onto

school/setting premises is a criminal offence and immediate action will be taken by calling the Police. In some circumstances we may have to use our lockdown procedures.

The guidance on Searching, Screening and Confiscation for Head teachers, Schools and Governors, January 2018 will be our guide and the school/setting will consider sanctions.

If a member of staff suspects a pupil being involved in gang culture where it is believed to be exploitative or harmful, this is a safeguarding concern and the safety and wellbeing of the child takes priority.

We will ensure any suspicions of a child linked to a gang is reported by staff to the Designated Safeguarding Lead. The DSL will consider if a referral to the police and children's services are needed.

CHILDREN WHO ARE LESBIAN, GAY, BI, OR TRANS (LGBT)

We know the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, we know that children who are LGBT can be targeted by other children.

In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

We are aware that risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. We therefore endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and a range of support is available to us to help counter homophobic, biphobic and transphobic bullying and abuse.

4. Safeguarding and the Curriculum

Our governing body considers how children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PHSE, SRE, SEAL, SMSC, British Values, e-safety, assemblies, approved visitors etc.

Our school makes use of the DfE "one stop" page for teachers on GOV.UK, outlined within. Teaching about relationships, sex and health. This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.

We are familiar with the following resources to help us plan and teach about safeguarding:

• teaching online safety in schools

• UK Council for Internet Safety (UKCIS) guidance Education for a connected world

• UKCIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people

• The UKCIS external visitors guidance to ensure the maximum impact of any online safety sessions delivered by external visitors;

• National Crime Agency's CEOP education programme ThinkuKnow

• Harmful Online Challenges and Online Hoaxes this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

By using the resources above our children are taught to recognise when they are at risk and how to get help when they need it.

We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. Relevant issues will be addressed through the curriculum, for example self-esteem, emotional literacy, assertiveness, power, exploitation, sex and relationship education, consent, e-safety, British Values, bullying and sexting. Issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art.

Our policies address issues of power and potential harm, for example bullying, equal opportunities, physical handling, positive behaviour, online safety, SEND and are linked to ensure a whole school approach. Our safeguarding policy cannot be separated from the general ethos of the school, which will ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Relationship, Sex, Health Education (RSHE)

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

We follow Derbyshire's scheme – PSHE Matters and have consulted with parents on the scheme and, in particular, the RSE aspect of this scheme.

We acknowledge that there may be times during the teaching of RSHE, that children may need an opportunity to talk to a trusted adult in the school. We will aim to provide that opportunity along with the availability for children to access national organisations and resources that may help with teaching RSHE in our school/setting.

5. Safeguarding Processes and Procedures

The school will deliver its responsibilities for identifying and acting on emerging needs, Early Help, Safeguarding and Child Protection, and in line with national and local policies and procedures. This school/setting will refer to and use the Safeguarding Policies and Procedures as set out by the Derby and Derbyshire Safeguarding Children Partnership.

The Derby and Derbyshire Safeguarding Children Partnership Threshold Document is available to this school and all partners. This assists this school with identifying a level of need for a child and their family with meeting a child's needs in Derby and Derbyshire, border local authorities also have their own, details of which can be found in the local Children's Safeguarding Procedures. This document will be used to help identify the level of concern and any next course of action.

Children with Emerging Needs and those children who may require Early Help

All Staff working within the School should be alert to the potential need for Early Help for children, following the procedures identified for initiating Early Help using the local and current Safeguarding Partnership Threshold Document, 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 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).

We acknowledge that these children are more vulnerable. This School will identify who these children are in the school. We will monitor their health, safety and wellbeing and ensure all staff know how to identify these children and to seek advice, help and support where needed.

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

When providing early help provision in the school, this school can demonstrate they have a framework and structures to support the work including information sharing, procedures around step up into children's service, robust recording and support to staff in early help activity.

Our Early Help Offer can be found on our school website at:

https://www.etwall.derbyshire.sch.uk/website/early_help/543252

We also have an Early Help leaflet which is available on the website and can be found here:

What happens in an Early Help Assessment?

You will be fully involved and we will listen to you. It may be that we just talk to you and point you to the support you want.

If it's a bit more complicated, we'll need to ask you for information that we write down or type. This is so we can get the right information and share it (if you agree) with people who need to know, so we can better understand your circumstances and match up services that would best support you.

You'll get a plan showing what you want to achieve and the support you need.

An EHA is used nationally and is a key part of working together to support families.

Can I say no to an early help assessment?

Yes you can. But we would like to stay in contact with you in case your circumstances alter or you change your mind.

What happens when I stop receiving Early Help Services?

We want you to become confident and able to find your own solutions and take responsibility for your family.

You can continue to use all services that are open to families and children, and if your needs change then please ask us for further help if you need it.

Contact

Etwall Primary School
Eggington Road
Etwall
Derbyshire
DE65 6NB

Tel: 01283 732301
Email: enquiries@etwall.derbyshire.sch.uk

Etwall Primary School

Early Help
For children and families

Get the right support for your family at the right time.

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 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 Victual School.

Making a referral into children's services

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of abuse, this is a Child Protection concern and we will follow locally agreed Safeguarding procedures.

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.**

A **telephone referral** must be made as soon as possible to Starting Point Derbyshire's first point of contact for a referral into children's services:

Where the DSL/Pastoral Team identifies a child in the school who requires child in need services under Section 17 of the children Act, an online form is completed.

If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of any multi-agency plans, is submitted along with the referral.

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 will discuss their concerns with the Allocated Worker, or use the escalation process if contact is not successful.

This school will ensure the referrer has 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).

Appendix D provides more information on making a referral.

6. Creating a Safe and Secure Environment:

- That the building; including its surroundings, access and exits are safe and is one where children can feel safe.
- That the building is always secure, and in any significant event we will use lockdown procedures.

- We will check and ask questions to obtain reassurances around DBS checks and safeguarding policies in place, when hiring out/using the school for sports, clubs, and activities. We will keep a record of this.

- Where 'Extended School' activities are provided by and managed by the school, our own Safeguarding policy and procedures will 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.

- We will 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. Our protocol includes asking all visitors to read our safeguarding leaflet when they arrive at school to ensure that they know how to report any safeguarding concerns and who to report to.

- 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.

- 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 school places a child in an activity or in another provision, we will remain responsible for the Safeguarding and wellbeing of that child.

- We will carry out checks or use an agency for this purpose and review those arrangements to reassure ourselves of those Safeguarding arrangements.

- We will obtain written confirmation from all alternative providers that checks have been carried out on individuals working in that provision.

- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the school, the local community and or viewed to be inflammatory e.g.- banned political groups

Safer Working Practices

This school will follow the requirements as described in the Statutory Guidance Keeping Children safe in Education, Sept, 2022, Part three and Part four.

We must prevent people who pose a risk of harm from working with children and will do this by complying with statutory responsibilities in:

- Recruitment and staffing.
- Records and record keeping of personnel who are working and have worked in the school/setting.
- Having a staff code of conduct, for when working in school and when out in the community and including when online. ***(Staff Code of Conduct)***
- Managing allegations against staff, and volunteers.
- Using national and local procedures aimed to identify and prevent unsuitable adults from working with children, for example, referring to LADO- The Local Authority Lead Officer for managing allegations, the DBS service, national teacher standards, and Teaching Disciplinary Regulations, 2012 where relevant.
- We will co-operate and provide information in any enquiries from the LADO, police and/or children's social services.
- Using consultation with a school's human resources department or service.
- Seeking employment legal advice and services where necessary.

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 that the Single Central Record and supporting personal files are regularly updated and reviewed to meet requirements.

All staff will be made aware of current government guidance on safer recruitment and receive training and support around conduct and practice when in environments with children.

7. Recruitment, Staffing:

- All interview panels will have at least one member who has undergone Safer Recruitment Training and is up to date and has the necessary skills and knowledge.
- In an interview there will be a minimum of two questions regarding Safeguarding.
- We will investigate any gaps provided in references and will require an explanation for the gaps.
- We will raise an alert with a Senior member of the Leadership Team if there are gaps in references and / or any missing references.
- Provide risk assessments and on the personnel record of any employee who in post does not have a reference or cannot provide one due to length in post.

In the pre-recruitment process. We will in all cases check and verify:

- the identity of candidates.
- professional qualifications.
- the right to stay and work in the UK.
- is not subject to a prohibition order issued by the Secretary of State
- References and ask for and follow up at least two references.
- applications for gaps in employment.
- If disqualification by association applies

When shortlisting at least two people will carry out the shortlisting exercise and we consider any inconsistencies, look for gaps in employment and reasons given for them. We explore all potential concerns and as part of the shortlisting process we carry out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview. This online search will be completed by a member of staff who has been trained in safer recruitment but is not part of the appointment panel. They will highlight any concerns and bring them to the attention of the appointment panel.

The Disclosure and Barring Service (DBS) is available to this school to help employers make Safer Recruitment decisions

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

A DBS check will be requested as part of all pre-recruitment checks.

We will also ensure that we 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. This is a legal duty, and includes Teaching Disciplinary Regulations, 2012.

Overseas checks

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges This includes obtaining:

- an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK.
- Any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.
- Where overseas checks are not available, we will aim to seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

Following the UK's exit from the EU, this school will apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

Supply/Agency Staff

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

The Allegations against Professionals, volunteers and carers also applies to supply/agency teachers. Whilst this school is not the employer of supply/agency teachers, we will take responsibility and will ensure allegations are dealt with correctly.

Where a concern is raised a member of the Senior Leadership Team/DSL 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.

Students/Work Placements

We will induct all work experience and student teachers and supply them with a copy of Safeguarding and Child Protection policy and any 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 seek a DBS check. If there are any concerns about this student, we will apply the Allegations against Professionals, volunteers, and carers criteria as an adult.

If the student on placement is under 18 years of age, in some circumstances we will seek a DBS check, to help in determining this, we will seek advice. If there are any concerns about this student, we will follow Local Children's Safeguarding Procedures.

Contractors

This school will ensure that any contractor requesting access has company ID which is checked and visible.

Contractors will not be left unsupervised unless verified to engage in related 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 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 has sought.

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. Supervision of an activity with children which is a regulated activity when unsupervised.

This may mean undertaking risk assessments on any activity.

8. Dealing with allegations against staff, volunteers, and carers

This School will adhere to the procedures set out under 'Allegations Made Against Professionals' (Allegations of Abuse by Teachers and other Staff), this document can be found on the Derby and Derbyshire Safeguarding Children Partnership website.

If a member of Staff has concerns about another member of Staff, Volunteer, Carer, Student, Supply and Agency Staff, then this will be referred to the Head Teacher. Where there are concerns about the Head Teacher this will be referred to the Chair of Governors.

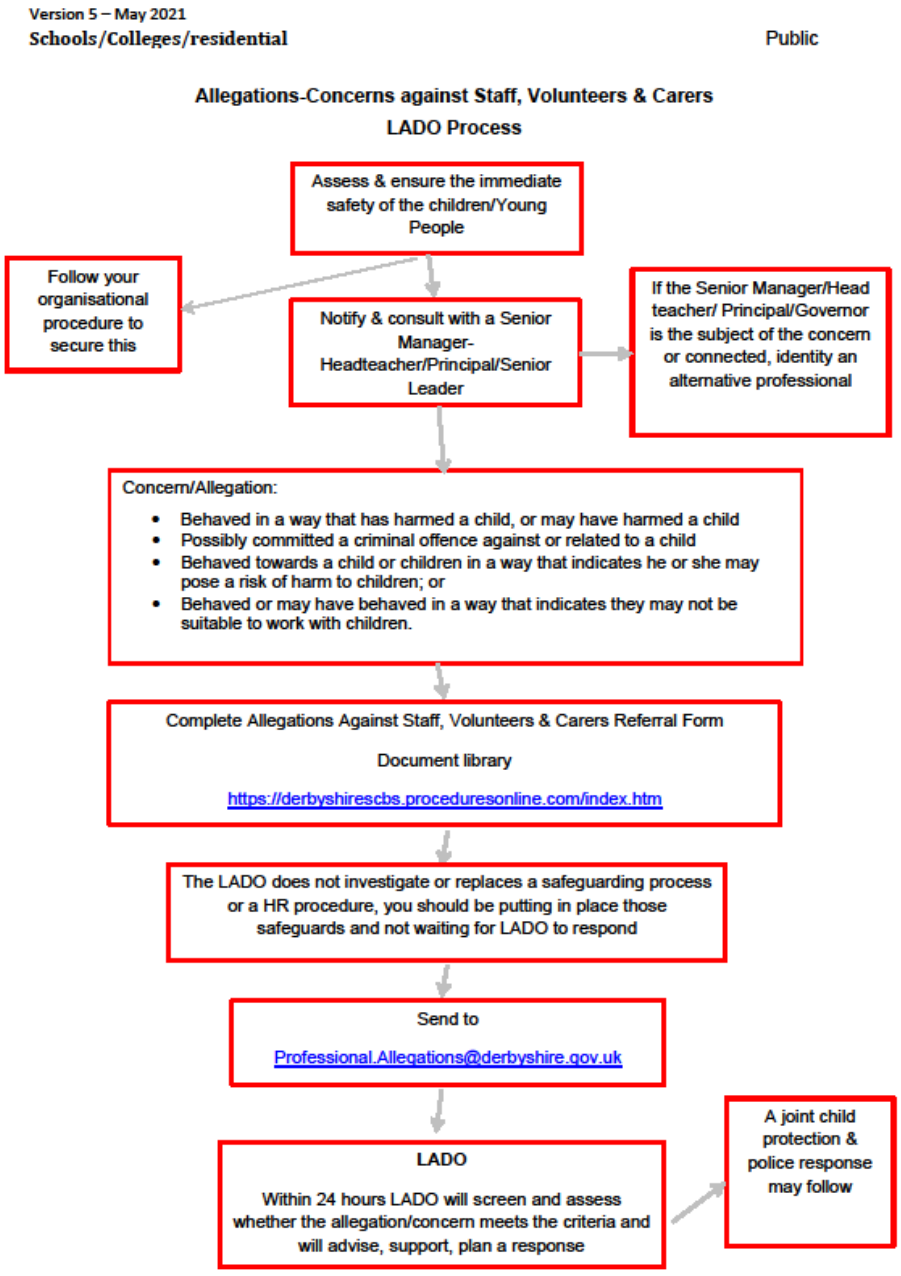
We will ensure that the allegations threshold is considered, where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- 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.

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

- Regardless of whether the school/setting 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, 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 Management Team.



LADO flowchart

LADO referral form for Derbyshire

This school will ensure we have followed all the necessary duties and processes under this process and under Whistle Blowing if this applies. We will use from the Derby and Derbyshire Safeguarding Children's Procedures section 2, and, in all cases, will consult with our Human Resources Department.

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

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

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

Keeping Children Safe in Education statutory Guidance for schools/colleges

A low-level concern:

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

Etwall Primary School's 'Managing Allegations' Policy includes information 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 Guidances around Safer Working practices and promoting safe cultures in schools.

9. Governors, Proprietors and School Governance

THE RESPONSIBILITY OF THE GOVERING BODY

Our Governing Body are the accountable body for ensuring the safety of those in school. Our governing body will ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

Our Governing body will ensure we have in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

Our governing body will ensure that Etwall Primary School contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. Our school will work with Childrens Services, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Our governing body will ensure that our safeguarding arrangements take into account the procedures and practice of the local authority. This includes the requirement under Section 175/Section 157 of the Education Act 2002 which placed a duty on:-

- The governing bodies of schools to have arrangements for safeguarding and promoting the welfare of children in place
- The Local Authority to monitor compliance of maintained schools

Our governing body ensures that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in our schools are effective and support the delivery of a robust whole school approach to safeguarding. Their training will be regularly updated.

In addition, the Governing Body will:

- Take leadership responsibility for the school's Safeguarding and Child Protection arrangements.

- Ensure we 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, for example CRE/CSE/Online safety/Child on child abuse.

- Ensure that we have enhanced DBS and other checks that may be required (Section 128)

- Have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority and Partner Agencies. This is currently Zoe Poynton.

- Ensure we undertake annual Safeguarding Training as part of whole school training.

- That we and all DSLs undertakes WRAP/Prevent training and keeps up to date thereafter.

- Ensure that we have a Senior Designated Safeguarding Lead, and a Deputy Designated Safeguarding lead appointed from the Senior Management Team. 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, including the Deputy in absence of the senior DSL and all DSLs have access to the appropriate training and with certified training every two years.

- Ensure there is Designated Safeguarding Lead is on the premises and available at all times during the school day and there is a contact for any 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 always cover 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.
- Work towards having a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEN/D alongside other nominated leads in the School on these issues.
- Have an appointed teacher who is responsible for Looked after Children, and the additional roles as defined by the new DfE guidance.
- Work towards having an appointed lead in Mental Health and Wellbeing in the school
- Have procedures are in place in handling allegations against Staff, or Volunteers and any concerns staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO) where the threshold is met.
- Using quality assurance and audit to ensure there are robust Safer Recruitment procedures and a framework of checks in place, including tracking and monitoring of all staff (the Single Central Record)

- Ensure all staff and anyone who has contact with a child including Governors, volunteers and frequent visitors undertake an induction which includes knowledge regarding types of Child Abuse, specific Safeguarding issues and familiarisation with Child Protection responsibilities and Local Safeguarding Procedures. 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 policies and procedures.

- Ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

- Ensure all Staff who have any contact with children are aware of the GDPR 2018 regulations. That they share information about a child where there are safeguarding concerns and they do not use GDPR as a reason for not sharing that information.

- That in the curriculum children are taught about Safeguarding, including Online Safety, through a blend of teaching and learning opportunities.

- Monitor that Sex, Relationship and Healthy Relationship teaching is embedded in the in the curriculum and staff are trained and equipped to deliver.

- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- That an overview of records and data used in the school/setting are discussed with the governing body to help identify patterns, trends, specific Safeguarding issues and that this is a regular activity of the leadership team/senior DSL.
- Review its policies/procedures annually. If there is a need to update safeguarding policies to ensure they are kept up-to-date with safeguarding issues as they emerge and/or to include lessons learnt locally or nationally then school leaders, our DSL and governing body may update safeguarding policies more regularly.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements specified in our policy.
- Have a Nominated Governor for safeguarding in school, ***Zoe Poynton,*** *who is* responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students.
- The ***co-chairs of governors*** are nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher.

Notifications

The Governing Body/Senior Leadership Team will also ensure that:

- We notify the Local Authority of a Child Missing from Education and within the timescales set out by the Local Authority

- We notify the allocated Social Worker, if there is an unexplained absence of a child who is the subject of a Child Protection Plan.
- We notify Children's Services if it is thought or known that a child may be Privately Fostered and will see advice from Children's Services on hosting families as they may come under this regulation.
- We notify the Local Authority and Children's Services if we have welfare concerns of a child is likely to be or is EHE.
- That we use the Police Prevent referral pathway to report concerns about extremism or views considered to be extreme.
- That we use the national systems in place to report any unsuitable adult to:
    - The DBS service,
    - National Barring and Disclosure Service
    - The Teacher Regulation Agency.

10. Record keeping

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

All concerns will be recorded clearly and with all decisions, actions taken, outcomes and a confirmation of feedback to the referrer.

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

We will follow the recommended GDPR guidelines and the Data Protection Act. Fears around sharing information will not stand in the way of the need to safeguard and promote the welfare 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 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 this school.

11. Important Contacts

A list of important contacts is explained in Appendix E.

12. Management of this Policy

The Governing Body will:

- Ensure all Governors are aware of the Safeguarding arrangements in the school.
- 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.
- Display this policy on the school's website
- That is overseen to ensure its implementation
- Review its content on an annual basis and in line with any updates to the Keeping Children Safe in Education statutory guidance.

The Head Teacher/Senior DSL will report at least annually on safeguarding activity and progress within the school to the Governing Body.

An appointed Designated Safeguarding Lead will assist to complete the S175 Safeguarding Audit and with an Action Plan which is used to report on Safeguarding activity and progress.

The Head Teacher/Senior DSL will report any significant safeguarding issues to the Chair of the Governing Body.

Appendix A Roles and Responsibilities in Safeguarding

The Senior Designated Safeguarding Lead is: **Mrs Sarah Bentley**

The Deputy Designated safeguarding leads(s) are: **Mrs Samantha Toynbee**
Mr Richard Ormiston
Mrs Sarah Giles

The Appointed Teacher for Looked after children/virtual School: **Mrs Samantha Toynbee**

The Appointed Teacher for SEND: **Mrs Sarah Giles**

The Designated Lead(s) is/are for Anti- Bullying: **Mrs Hollie Millward**

The Designated Link Governor for Safeguarding is: **Mrs Zoe Poynton**

The Designated Link Governor for Anti- Bullying is: **Mrs Zoe Poynton**

The Designated link Governor for Looked after Children (Child in Care) is: ***Mrs Zoe Poynton***

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

- **Sexual Abuse** and child sexual abuse within 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 off line 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 **[cross reference /refer to School Bullying Policy and similar other policies].**

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.

We understand that staff need support when managing cases of sexual abuse and will access materials from CSA Centre of Expertise on Child Sexual Abuse which has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

Supporting Practice in tackling child sexual abuse

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 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.

(You can refer here, to any flowcharts here on how to make and making a referral you have developed, include location of)

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

***Practice Examples**

Level 1 - Universal Open Access to Provision
Unborn babies, children and young people who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities, housing, or voluntary services.

Level 2 - Emerging Needs
Unborn babies, children, and young people whose needs require some extra co-ordinated support from more than one agency. These services should work together to agree what extra help may be needed to support a child or young person at an early stage. There is no need for intensive or specialist services.

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

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

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

Level 4 - Specialist
Unborn babies, babies, children, young people, and families whose needs are complex and enduring and cross many domains. More than one service is normally involved, with all

professionals involved on a statutory basis with qualified social workers as the professional leads. It is usually Local Authority Children's Social Care who act as the lead agency.

Confidentiality

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

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

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

Listening to the Child

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

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

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

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

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

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

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

If the child can understand the significance and consequences of making a referral, he/she should be asked 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 behavioural response it prompts or for any other reason, place the child at increased risk of Significant Harm.

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

- Discussion would put a child at risk of Significant Harm.
- There is evidence to suggest that involving the parents / caregivers would impede the police investigation and / or Children and Families Services enquiry.
- Where there are concerns that a child may have been conceived as a result of an incestuous relationship or intra-familial sexual abuse.
- Complex (multiple or organized) 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.

Appendix E. 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)

Professional.Allegations@derbyshire.gov.uk

When to contact the Police:

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

Police Non-Emergencies: 101

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

Report Child Abuse

Cyber Crime
www.saferderbyshire.gov.uk/cyberchoices

Prevent:
Making a Prevent referral Derby & Derbyshire

www.saferderbyshire.gov.uk/preventreferral

Contact the lead officer for Prevent at Derbyshire County Council

DCC Prevent Lead 01629 538473

(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 F. Learning from Serous Case Reviews (SCR) and Serious Incident Learning Reviews

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)

Themes:

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

Annex G

Schools who have EYFS children in Nursery or Reception Classes

Please note that the requirements on the following pages **only** relate to the Welfare and Safeguarding requirements of the EYFS (0-5 years). The learning and development requirements must also be met in full.

Where to find the EYFS and safeguarding framework:

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

This becomes Law on the 1 Sept 2021.

https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2021

This Guidance is from 1 Sept 2021.