

	Policy No: S8	Revision No:	7
		Date Issued:	July 2018
		Committee:	Full Governors
	Child Protection and Safeguarding Policy	Author:	County
		Date Adopted:	September 2019
		Minute No:	1.10.2019, min no 12.28
		Review Date:	October 2020



FEDERATION OF PENNY ACRES AND WIGLEY PRIMARY SCHOOL

CHILD PROTECTION AND SAFEGUARDING POLICY

PENNY ACRES AND WIGLEY PRIMARY SCHOOLS CHILD PROTECTION AND SAFEGUARDING POLICY

1. Introduction and Context

1.1 Our school & its vision & ethos

Our Federation's Key Values

Our values express what our federation stands for and in what we believe. We base our work on our values. They reflect the views of our school community

- **The achievements and opinions of everyone**
- **Care and consideration for others**
- **Health and well-being**
- **Partnerships in learning**
- **Imagination, flair and creativity**
- **Importance of individuality**
- **Respect for and commitment to learning**
- **Spirit of co-operation, trust and empathy**
- **Positive challenge and aspiration**

Both schools are part of the Partnership of Dronfield Schools (PoDs). Both schools have strong links to their respective local communities participating in local events e.g. well dressing, harvest festival, Christmas nativities, summer fayres etc.

It was agreed at PoDs that due to the nature of some of the schools being very small within the cluster, that should ever the Designated Safeguarding Lead be unavailable, staff can seek help and support from any PoDs Headteacher.

PoDS

Stonelow Junior School – Headteacher - Catherine Robinson – 01246 414370
 Unstone Primary School – Headteacher – Rachael Fowlds – 01246 413109
 Gorse Brigg Primary School – Headteacher – Corinne Thornton - 01246 418508
 Northfield Junior School – Headteacher – Rebecca Timperley – 01246 413134
 Barlow C of E Primary School – Headteacher – Penny Watkin – 01246 2890413
 William Levick Primary School – Headteacher – Ben Curtis – 0114 2890670
 Holmesdale Infant School – Headteacher – Sarah Lockwood – 01246 413280
 Lenthall Infant School – Headteacher – Bernadette Watters - 01246 414569
 Dronfield Infant School – Headteacher – Rebecca King - 01246 412302
 Dronfield Junior School – Headteacher – Nicola Thomson - 01246 413145
 St Andrews C of E Primary School – Headteacher – John Clapham – 01246 417243
 Dronfield Henry Fanshawe School – Headteacher – Martin Cooper – 01246 412372

1.2 Our responsibilities

The Federation of Penny Acres and Wigley Primary School fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how the School/college 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.

If you have children who are Early Years Foundation Stage (EYFS) insert here a sentence that you are a provider. You can also include the Appendices B found at the back of this model policy. If you not a provider of Early Years Foundation Stage, you do not need to include any reference here.

A vulnerable adult as written into this policy (only when relevant / have pupils in this category) is so defined as still in the setting and who is or may be in need of community care services by reason of mental or other disability, age, or illness, who is unable to take care of him/herself, or unable to protect him/herself from significant harm or exploitation.

This policy should be read in conjunction with:

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

“Keeping Children Safe in Education” 3rd September 2019 which is the statutory guidance for Schools and Colleges.

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

["Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(July 2018\)](#)

["The Prevent Duty Departmental, advice for Schools and child care providers" \(June 2015\).](#)

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

We have adopted the following policies and guidance's on offer by Derbyshire's Education safeguarding services:

(List here those with a safeguarding relevance eg- problematic/sexually harmful guidance, offensive weapons, etc)

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

1.3 Our Principles

Safeguarding arrangements at this school/college are underpinned by three key principles:

- Safeguarding is everyone's responsibility: all Staff / anyone who has contact with a child or young person including Governors and volunteers should play their full part in keeping children (Includes vulnerable adults when in their setting) safe;
- We will aim to protecting children using national, local and school child protection procedures;
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2018;
- That all Staff/anyone who has contact with a child or young person including Governors and volunteers 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, (Governors and Volunteers) should feel confident that they can report all matters of Safeguarding in the School or College 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.

- That we operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.

1.4 Our Policy

There are 6 main elements to our Policy, which are described in the following sections:

- The types of abuse that are covered by the policy;
- The signs of abuse that all Staff / anyone who has contact with a child or young person including Governors and volunteers should look out for;
- How to report a concern, who to go to within school/college; including how /who to report to at the relevant agencies;
- Roles and responsibilities for Safeguarding;
- Expectations of all Staff / anyone who has contact with a child or young person including Governors and volunteers with regard to Safeguarding, and the procedures and processes that should be followed, including the support provided to children ;
- How the school/college will ensure that all Staff / anyone who has contact with a child or young person including Governors and volunteers are appropriately trained; this includes, receiving regular updates and undertaking annual whole school training in safeguarding.
- Are checked for their suitability to work within the School/college;
- How the policy will be managed and have its delivery overseen.

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

2. Types of Abuse

2.1 Children who may require early help

All Staff (Governors and Volunteers) 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 displaying behaviour or views that are considered to be extreme;
- Is misusing drugs or alcohol themselves;
- Not attending school or are at risk of exclusion from school;
- Frequently going missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, exploitation, radicalised;
- Not in education, training or employment after the age of 16 (NEET);

These children are therefore more vulnerable; this School/College will identify who their vulnerable children are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed.

2:2 Child Abuse

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

- Protecting children from maltreatment;

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

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

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **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** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
 - Provide adequate food, clothing and shelter.
 - Protect a child from physical and emotional harm or danger.
 - Ensure adequate supervision (including the use of inadequate care-givers); or
 - Ensure access to appropriate medical care or treatment.
 - Respond to a child's basic emotional needs

Bullying and forms of bullying on and off line including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse. See School Bullying Policy.

2.3. Specific Safeguarding Issues

There are specific issues that have become critical issues (highlighted are current key concerns in Derbyshire) in Safeguarding that Schools and Colleges will endeavour to ensure their Staff, (Governors and Volunteers) are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together 2018
- Children at risk of criminal exploitation (CRE) as defined by local safeguarding partnership procedures
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate

- Mental Health
- Private Fostering
- Preventing Radicalisation
- On line abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

3. Signs of Abuse (Child Protection)

3.1. 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.

3.2. 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.

3.3. Sexual Abuse

It is recognised that there is underreporting of sexual abuse with in 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.

3.4. 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.

3.5 Specific Safeguarding Issues

In understanding the signs and indicators of specific issues listed earlier in this policy, this school/college will incorporate the signs of abuse and specific safeguarding issues on safeguarding into briefings, staff Induction training, and ongoing development training for all Staff / anyone who has contact with a child or young person including Governors and volunteers

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

The Designated leads and those with responsibility for safeguarding will use the information available to them in Derbyshire [Schools Net Keeping Children Safe in Education](#) to help all staff develop the knowledge and understanding pertaining to national and local emerging concerns.

3.6 Prevent Duties

The School/college will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The HT/Principal and Chair of Governors will:

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

This School/college will respond to any concern about Prevent as a Safeguarding concern and will report in the usual way using local Safeguarding Procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. We will make referrals into CHANNEL where the risk is identified and the pupil/student may need de-radicalisation.

The school/college is committed to providing effective filtering and monitoring systems, this will include monitoring the activities of children when on-line in the school/college and actions taken relevant to the activity.

The school/college will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate. (Cross reference here to forms being used)

3.7 Child Sexual Exploitation & CRE- children at risk of exploitation (Child Protection)

We recognise this is relevant to both boys and girls

Risk factors may include;

- Going missing, staying out unusually late
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Overly secretive
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Association in gangs
- Unexplained injuries

- Carrying weapons, access to or carrying unusual number of mobile phones

All suspected or actual cases of CSE/CRE are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School

3.8 Female Genital Mutilation (Child Protection)

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

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless there is a good reason not to do so.

Signs may include;

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

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

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

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

Peer on peer abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. This will may a referral into the Police and Social Care. The school/college will consider and may apply the disciplinary procedure. The school/college will offer support to a victim.

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

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

We will pay adherence to the guidance- Sexual Violence and Sexual Harassment in Schools/Colleges between children (December 2017) and have a strategy in the school/college to identify, report and respond to any issues/incidents raised. We aim to challenge this type of abuse. We also aim to use approaches in the curriculum to address and tackle peer on peer abuse. See the Federation Equality and Diversity Policy.

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

This school/college accepts that this is a Safeguarding concern and one that is increasing which requires a robust response. We will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnership with our agencies.

We will refer to:

[Derby City & Derbyshire Thresholds Document](#)

["Sexting in Schools & Colleges: Responding to incidents & safeguarding young people" UK Council for child internet safety](#)

[The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools](#)

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

3.11 The criminal exploitation of children: County Lines

Signs which may indicate criminal exploitation:

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

Criminal exploitation of children is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals; including, reference to the Safeguarding procedures as outlined by the local authority. This will mean a referral into the Police and Social Care. The school/college will offer support to a victim.

3.12 Carrying knives/offensive Weapons & Gang Culture

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

If a member of staff suspects a pupil/student being involved in gang culture, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The pupil/student may be an exploited child and victim to which the school/college will offer support.

4. Safeguarding Roles and Responsibilities

4.1 All Staff / anyone who has contact with a child or young person including Governors and volunteers have responsibility for the following:

- Being aware of the local Safeguarding Partnership procedures are followed;
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to;
- 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;
- 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 or College;
- To be aware of the 'Allegations Against Professionals' LADO procedures and feel confident in been able to use them including how to report concerns about other staff and the setting;
- That any concerns any staff have about a Headteacher/Principal/Proprietor, should be referred to the Chair of Governors.
- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support. (cross reference/refer to Schools/Colleges policy)
- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in education settings, 2019', relevant sections of 'KCSIE 2019' and local procedures for 'Safer Working Practices'. (Cross reference to similar policies, protocols the school/college has);
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually;

- Sharing information and working together with agencies to provide children and young people with the help and support they need;
- Supporting pupils who have been abused in accordance with his/her Child Protection Plan;
- Seeking early help where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment;
- If at any time it is considered that the child may be a 'Child in Need' as defined in the Children Act 1989; or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care;
- If Staff, Governors and Volunteers have concerns regarding a child they should raise these with the Designated Safeguarding Lead(s) who will normally decide take the next step, (however, any member of Staff, Governor or Volunteer in a School/College can make a referral);
- If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback;
- All Staff / anyone who has contact with a child or young person including Governors and volunteers are aware of the local Safeguarding Partnership's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of our schools Whistle Blowing policy;
- To recognise the new requirements on Children Missing From Education and particularly those where it is believed a child/children may be leaving the country;
- To refer & adhere to Children Missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing.
- Recognising that Home Educated Children can be more vulnerable than other children and with regard to the motivations of the intention to home educate. Therefore, recognising the responsibilities the school/college has to those who are thinking about or who are about to home educate, including those who have been removed from a school/college roll with a view to home educate;
- Recognising that looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school/college will also ensure that care

leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed;

- All Staff / anyone who has contact with a child or young person including Governors and volunteers recognise their roles and responsibilities under SEN/D that those children/vulnerable adults in the setting may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation;
- Recognising the needs of young carers in that they can be more vulnerable or placed at risk. Therefore, being able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers will need to refer into early help social care services for an assessment of their needs;
- All Staff / anyone who has contact with a child or young person including Governors and volunteers are aware of the available Derbyshire school/college Private Fostering Policy and have an understanding of host families, and recognising they have a duty to notify the local Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous;
- All Staff / anyone who has contact with a child or young person including Governors and volunteers are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda. This will include attendance at training on either Prevent/Wrap or training considered sufficient by the local authority which fulfils the requirements of the prevent Duty for schools/colleges;
- All Staff / anyone who has contact with a child or young person including Governors and volunteers know about Prevent duties and will report any concerns to the Safeguarding Designated Lead in the school who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process;
- All Staff / anyone who has contact with a child or young person including Governors and volunteers should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- All Staff / anyone who has contact with a child or young person including Governors and volunteers should recognise what is child sexual exploitation and trafficking and know that they should seek advice and how to report any issues / incidents:
- All Staff / anyone who has contact with a child or young person including Governors and volunteers should recognise a child may be criminally exploited or involved in gang culture and should seek advice and report any issues /incidents;

- When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEN/D;
- All Staff / anyone who has contact with a child or young person including Governors and volunteers should recognise homelessness and the impact of the pupil facing homelessness, or who is homeless;
- This School/College recognises the importance of learning from national and local Serious Case Reviews and Thematic Learning Reviews. We are aware of the impact this has on how we carry out our Safeguarding and Child Protection responsibilities and roles.

4.2 All Staff / anyone who has contact with a child or young person including Governors and volunteers have responsibility for the following:

- To share and report a concern, know how to do this and who to and record where appropriate in the role – see the flowchart on page 13 of the Keeping Children Safe in Education policy.

4.3 Governors, Proprietors and School Leadership are responsible for (and need to ask a School/College about):

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements;
- Ensure there are robust safer recruitment procedures and a framework of checks, tracking and monitoring;
- That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe In Derbyshire;
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority on matters of Safeguarding in their School / College liaising with other partners and agencies;
- Ensuring that we have a lead Safeguarding Designated Lead(s) for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in the school/college. The number of DSL's needs to be sufficient in number depending upon the size and demands of the school. That the DSL's are fully equipped to undertake the

Safeguarding role and that they have access to the appropriate training and that has updates at least annually and with certified training very two years.

- That a Designated Safeguarding Lead is on the premises and available at all times during the school day and there is a contact for school holiday activities on site; where this is not available or in exceptional circumstances, there is cover in place. The leadership team will ensure there is cover at all times and there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings and residential visits;
- Ensuring that appointed Designated Safeguarding Leads are fully equipped with the knowledge and skills to carry out the role and have access to appropriate regular training to help them keep up to date;
- That we work towards/have a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEN/D alongside other nominated leads in the School/College on these issues;
- We have an appointed teacher who is responsible for looked after children who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and the school's procedures for reporting, responding and recording Child Protection concerns;
- That there are procedures 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) in every case;
- All Staff / anyone who has contact with a child or young person including Governors, volunteers and frequent visitors who will be working in the school/college is given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the (schools/college) policies and procedures;
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development;
- All Staff / anyone who has contact with a child or young person including Governors and volunteers receives the appropriate training which is regularly updated;
- That we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families;
- That important policy such as those for behaviour and bullying, are kept up to date;

- To ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- That the curriculum will implement sex, relationship and healthy relationship teaching and make the best use of PSHE to cover Safeguarding issues with children in line with the statutory obligations 2020;
- We have in place an on-line Safety Policy equipped to deal with a widening range of issues associated with technology;
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required;
- That we understand the updated definition of child sexual exploitation and expectations around identifying, reporting and responding to any potential or actual cases of;
- That we notify the Children's Social Care department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify the Children's Social Care department if it is thought or known that a child or young person may be privately fostered.
- That we use the Local Authority Case Referral Pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or Social Care.
- Acting on the 'Learning from Serious Case Reviews' – see appendix A;
- Ensures that all Staff (governors and volunteers) are made aware of the schools/colleges Whistle Blowing policy.
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.

4.4 Creating a safe environment:

- We will ensure that All Staff / anyone who has contact with a child or young person including Governors and volunteers are competent to carry out their responsibilities for Safeguarding in promoting the welfare of children by creating an environment

and an ethos whereby all Staff including volunteers feel able to raise concerns, along with being supported in their Safeguarding role.

- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the School's development (use of a Schools counsel or similar).
- That the building; including its surroundings, are safe and one where children can feel safe.
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with including making public on our website and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.
- That we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record.
- 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/college places a pupil/student we are responsible for the safeguarding of that pupil/student and will check and review those arrangements to reassure ourselves of those safeguarding arrangements and that of the health, safety & wellbeing of that pupil/student. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement;

4.5 Recruitment, Staffing:

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;
- We must, where relevant, check the identity of a person being considered for appointment and their right to stay in the UK;

- We must undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad;
- We must ensure staff and volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post and this includes any Prohibition checks necessary for the post;
- We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required;
- We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty;
- That we make use of the DBS Service where appropriate;
- That applications are scrutinised and further enquiries are made and evidenced around any clarification or need for further exploration;
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor (School may choose their training ensuring at a minimum it covers the 'Keeping Children Safe Guidance', and equips them with the necessary knowledge and skills);
- We must pursue references with measures in place to ensure scrutiny and to verify all potential staff;
- Raise an alert with a senior member of the leadership team if there are gaps in references and / or any missing references;
- That our Volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children and have risk assessments in place for volunteers in the school undertaking activities with the children;
- That all our governors have the enhanced DBS and other checks that may be required;
- That we understand the requirements if schools are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children / young people who attend clubs, holiday schemes and other activities on their premises;

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

The Senior Designated Safeguarding Lead is: **Executive Headteacher**

The Deputy Designated safeguarding leads(s) are: **Mrs S Clements, EYFS/KS1 Teacher (Penny Acres)**
Miss L Gregory, KS2 Teacher (Wigley/Penny Acres)
Mrs S Eyre, KS2 Teacher (Wigley)

The Appointed Teacher for Looked after children/virtual School: **Executive Headteacher**

The Appointed Teacher for SEND: **Mrs S Clements, EYFS/KS1 Teacher (Penny Acres)**

The Designated Lead(s) is/are for Anti- Bullying: **Executive Headteacher**
Miss A Woolley, HLTA/Teaching Assistant (Penny Acres)
Mrs S Eyre, KS2 Teacher (Wigley)

The Designated Link Governor for Safeguarding is: **Mrs S Wilmot (Parent Governor)**

The Designated Link Governor for Anti- Bullying is: **Mrs S Wilmot (Parent Governor)**

The Designated link Governor for Looked after Children (Child in Care) is:
Mrs S Wilmot (Parent Governor)

Other Pastoral Members who take responsibility for safeguarding are:
Mrs S Wilmot (Parent Governor)

5. Safeguarding Processes and Procedures

The School will deliver its responsibilities for identifying and acting on early help needs, Safeguarding and Child Protection in line with the policies and procedures identified in the local Safeguarding Partnership.

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

5.1. Early help

All Staff / anyone who has contact with a child or young person including Governors and volunteers are made aware of what Early Help means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the Designated Safeguarding Lead, liaising with other professionals and supporting children identified in the school (i.e. potentially vulnerable and those who are vulnerable) who may therefore need Early Help intervention.

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 Childrens social care, robust recording & advice, and support to staff in early help activity.

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

Starting Point will ask at point of referral into Childrens Services what early help work has been undertaken and that the referral is supported by an Early Help Assessment.

5.2. Referring to Children's Social Care

The Federation of Penny Acres and Wigley Primary School will ensure all Staff / anyone who has contact with a child or young person including Governors and volunteers that if any have concerns about the welfare and safety of a child, discussions take place with the Designated Safeguarding Lead as soon as they are aware or know about a concern and the Designated Safeguarding Lead reports that concern as soon as possible. The Designated Safeguarding Lead will act upon the information received; however, we also recognise any one can make a referral into social care.

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern and safeguarding procedures must be followed. A **telephone referral** must be made to Starting Point

Derbyshire's first point of contact for children and younger adults for referral into Children's Social Care.

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

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

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

Essential information for making a referral includes:

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

Other information that may be essential:

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

Where there is a difference of professional opinion 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.

5.3. Records

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

We will follow the Local Authorities' current guidance on the Child Protection Record Keeping Guidance for Schools and await any instruction with regard to the National Inquiry into Child Sexual Abuse (historical Child Protection records on children and records on staff where there are allegations). We will therefore not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the school or connected to the school.

5.4. Recruitment

This school/college will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the statutory guidance 'Keeping Children safe in Education' and any supporting DBS documentation are followed in all cases.

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

- the identity of candidates;
- a check of professional qualifications;
- the right to work in the UK;
- make overseas checks where relevant;
- ask for and follow up at least two references;
- scrutinise applications for gaps in employment;
- Include at least two questions regarding safeguarding.

We will have a Single Central Record which will cover all Staff, including Governors, and volunteers, frequent visitors, agency and supply, and others according to their role and responsibility. We will ensure this record is regularly updated and reviewed in line with National and Local requirements.

For Independent Schools, including Academies and Free Schools, this will also cover all members of the Proprietor body.

We will ensure that all Staff / anyone who has contact with a child or young person including Governors and volunteers are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed.

We will ensure there is a Staff Code of Conduct, ensuring all Staff / anyone who has contact with a child or young person including Governors and volunteers are familiar with Safer Working Practices.

This also includes advice on conduct, safe use of mobile phones and guidance on personal / professional boundaries in emailing, messaging, or participating in social networking environments.

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

The Disclosure and Barring Service (DBS);

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

The DBS are responsible for:

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

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

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

We will have a clear understanding of what regulated activity is and implications for volunteers in the school/college. This may mean undertaking risk assessments on any activity.

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

- Where relevant a separate Barred Check List has been completed;
- That individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this;
- A check to include a Secretary of State Prohibition Order (Teacher Prohibition Order) and this may mean on Teaching Assistants;
- A Section 28 Direction Check where relevant, which prohibits or restricts a person from taking part in any management of an Independent school, including Academy or Free school.

5.5. Dealing with allegations against staff and volunteers who work with children

The School/College will adhere to the procedures set out under 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff), this document can be found on the Local Safeguarding Partnership website (DSCB board website).

If a member of staff has concerns about another member of staff, then this will be referred to the Head teacher/Principal. Where there are concerns about the Head teacher or Principal this will be referred to the Chair of Governors. We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) in every case using the Derby

and Derbyshire LADO referral form and this is done by an appropriate member of the Senior Management Team.

Attached to the back of this policy and on the staffroom wall, a copy of the LADO referral form and LADO flowchart can be found.

The school/college will ensure we have followed all the necessary duties and processes under this process and under Whistle Blowing and this will be undertaken in accordance with guidance's:

Where there are allegations that are substantiated, the School/College will fully ensure any specific actions are undertaken on management and exit arrangements as outlined in the

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

Local Safeguarding Partnership Procedures

5.6. Important contact details

Starting Point:

Tel: 01629 533 190

24/7, 365 days per week Derbyshire contact and referral service for concerns that a child 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

Call Derbyshire (Derbyshire adults 18+):

Tel: 01629 533 190

Starting Point Professionals Advice line

Tel: 01629 535353

LADO (Local Authority Designated Officer)

Professional.Allegations@derbyshire.gov.uk

Police Non Emergencies:

101

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

[Report Child Abuse](#)

Child Sexual Abuse

CEOP:

NSPCC - National Helpline:

Tel: 0808 800 5000

Childline:

Tel: 0800 11 11

Prevent:

Alison Chandler is the lead officer for Prevent at Derbyshire County Council

Email: - Ali.Chandler@derbyshire.gov.uk

Derbyshire Police 101- can route non urgent referrals through to the PREVENT Team

6. Management of the Policy

The Governing Body/Proprietor/Trustee will;

- Ensure all governors are effective in the management of safeguarding;
- Ensure all Staff including all other governors and volunteers read and have access to the policy
- That it is displayed on the school's/college's website
- That is overseen to ensure its implementation
- Review its content on an annual basis.

The Head Teacher/ Principal will report annually on Safeguarding activity and progress within the School/Educational setting to the Governing Body.

An appointed Designated Safeguarding Lead will complete the S175 Safeguarding Audit and with an Action Plan which will be used to report on Safeguarding activity and progress. A copy of which will be submitted to the CPM for Schools / Education settings at Derbyshire County Council. This will be held on file & reported to the Derbyshire Safeguarding Children's Board.

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

Signed by:

Proprietor/ Chair of Governors

Head Teacher/Principal


.....


.....

Date: 1/10/19.....

Date: 1/10/19.....

Appendix A:

Learning from Serious Case Reviews (SCRs) and Serious Incident Learning Reviews (SILRs)

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

In 2012 we have learnt that:

Babies are particularly at risk from abuse and neglect including:

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

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

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

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

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

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

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

In 2013/2014 in summary form we learnt that:

Common Themes:

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

In 2016/17 in summary form we learnt that:

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

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

- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Working more SMART (ly) with children and Young people
- Effective information sharing to inform assessments
- Staff to be curious, inquisitive and ask more questions

- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices
- Staff to be reminded of a code of conduct and staff to operate by one

From SCR's (East Midlands & wider) in 2015 in summary form we need:

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

Relevant SCRs:

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

APPENDIX B

Schools who have EYFS children in nursery or reception classes

Please note that the requirements below **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. *(Include this appendix therefore only if this applies to your setting)*

- **Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy.**
- These policies and procedures should be recorded in writing.

EYFS welfare and safeguarding requirements - policies and procedures:

Source: Early Years Foundation Stage Statutory Framework (revised 2017) and Ofsted's Inspecting Safeguarding in Early Years, Education and Skills Settings (2016)

Child Protection	3.4 – 3-8 (see above)	<p>The safeguarding policy and procedures must include:</p> <ul style="list-style-type: none"> • an allegation being made against a member of staff (This is included in this schools overarching model child protection & safeguarding policy) • the use of mobile phones and cameras in the setting (<i>refer here to the guidance where this is clear and explained in your school and additional guidelines expected in nurseries around use of cameras on premises</i>)
Suitable person	3.9 - 3.13	<p>Providers must tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). This is explained in more detail in our overarching model child protection & safeguarding policy.</p> <p>Providers must also meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a</p>

		child at risk of harm. This is explained in more detail in our overarching model child protection & safeguarding policy.
Disqualification	3.14 - 3.18	<p>A provider or a childcare worker may be disqualified from registration. Where a person is disqualified, the provider must not employ that person in connection with early years provision. Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children.</p> <p>A provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed.</p> <p>The information must be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.</p>
Staff taking medication/other substances	3.19	<p>If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice.</p> <p>Providers must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.</p>
Staff qualifications, training, support and skills	3.20 – 3.26	Induction training must include information about emergency evacuation <u>procedures</u> , safeguarding, child protection, and health and safety.
Key person	3.27 –	Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a

		settled relationship for the child and build a relationship with their parents. In schools this will often be the teacher.
Staff: child ratios –	3.28 – 3.43	Providers must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing.
Staff: child ratios –	3.28 – 3.43	<p>Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible.</p> <p>The ratio and qualification requirements below apply to the total number of staff available to work directly with children.</p> <p>For children aged two:</p> <ul style="list-style-type: none"> • there must be at least one member of staff for every four children • at least one member of staff must hold a full and relevant level 3 qualification • at least half of all other staff must hold a full and relevant level 2 qualification <p>For children aged three and over in maintained nursery schools and nursery classes in maintained schools:</p> <ul style="list-style-type: none"> • there must be at least one member of staff for every 13 children • at least one member of staff must be a school teacher as defined by section 122 of the Education Act 2002 • at least one other member of staff must hold a full and relevant level 3 qualification <p>Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an</p>

<p>Staff: child ratios –</p>	<p>3.28 – 3.43</p>	<p>ordinary teaching session is conducted. ‘School teachers’ do not include teaching assistants, higher level teaching assistants or other support staff.</p> <p>Where schools have provision run by the governing body (under section 27 of the Education Act 2002) for three- and four-year-olds who are not pupils of the school, they can apply: a 1:13 ratio where a person with a suitable level 6 qualification is working directly with the children; or a 1:8 ratio where a person with a suitable level 6 qualification is not working directly with children but at least one member of staff present holds a level 3 qualification.</p> <p>Where children in nursery classes attend school for longer than the school day or in the school holidays, in provision run directly by the governing body or the proprietor, with no teacher present, a ratio of one member of staff to every eight children can be applied if at least one member of staff holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.</p> <p>Some schools may choose to mix their reception classes with groups of younger children (nursery pupils, none pupils or younger children from a registered provider), in which case they must determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group. In exercising this discretion, the school must comply with the statutory requirements relating to the education of children of compulsory school age and infant class sizes. Schools’ partner providers must meet the relevant ratio requirements for their provision.</p>
-------------------------------------	--------------------	--

		Where the provision is solely before/after school care or holiday provision for children who normally attend Reception class (or older) during the school day, there must be sufficient staff as for a class of 30 children. It is for providers to determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children. It is also for providers to determine what qualifications, if any, the manager and/or staff should have.
Health	3.44 – 3.46	Schools must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill. Providers must have and implement a policy and procedures, for administering medicines.
Food and drink	3.37 - 3.49	<p>Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious. Before a child is admitted to the setting the provider must also obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water must be available and accessible at all times. Providers must record and act on information from parents and carers about a child's dietary needs.</p> <p>There must be an area which is adequately equipped to provide healthy meals, snacks and drinks for children as necessary. There must be suitable facilities for the hygienic preparation of food for children. Providers must be confident that those responsible for preparing and handling food are competent to do so. In group provision, all staff involved in preparing and handling food must receive training in food hygiene.</p> <p>Registered providers must notify Ofsted of any food poisoning affecting two or more children cared for on the premises.</p>
Accident or injury	3.50 – 3.51	Registered providers must notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is

		reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.
Smoking	3.56	Wider legislation must be met (i.e. signage and no smoking in cars with children)
Premises		
Risk assessment	3.64	Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.
Outings	3.65 – 3.66	A trained paediatric first aider must be available on all trips.
Special educational need	3.67 - 3.68	No policy requirement stated – however in ‘Inspecting safeguarding in early years, education and skills settings’ document this must be in the child protection policy – see bottom of page.
Information and records	3.68 – 3.71	Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, providers should incorporate parents’ and/or carers’ comments into children’s records.
Information about the child	3.72	No policy requirement stated

Information for parents and carers	3.73	<u>Details of the provider's policies and procedures</u> should be published and they must make <u>copies available on request</u> , including the procedure to be followed in the event of a parent and/or carer <u>failing to collect a child</u> at the appointed time, or in the event of a <u>child going missing</u> at, or away from, the setting.
Complaints	3.74 – 3.75	Providers must put in place a <u>written procedure for dealing with concerns and complaints</u> from parents and/or carers, and must keep a written record of any complaints, and their outcome.
Changes that must be notified to Ofsted	3.77 – 3.78	All registered early years providers must notify Ofsted of any change:
Changes that must be notified to Ofsted -	3.77 – 3.78	<ul style="list-style-type: none"> • in the address of the premises (and seek approval to operate from those premises where appropriate); to the premises which may affect the space available to children and the quality of childcare available to them • any proposal to change the hours during which childcare is provided; • any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children • where the early years provision is provided by a company, any change in the name or registered number of the company • where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the 'nominated individual' • where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body

Inspecting safeguarding in early years, education and skills settings – Ofsted 2016

Page 10	<ul style="list-style-type: none"> the child protection <u>policy</u> reflects the additional barriers that exist when recognising the signs of abuse and neglect of children who have <u>special educational needs and/or disabilities</u>
Page 9	<ul style="list-style-type: none"> All staff and carers have a copy of and understand the <u>written procedures</u> for managing allegations of harm to a child or learner. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners. This is explained in more detail in our school overarching child protection & safeguarding policy.

Source:-

[DfE Statutory Framework for the Early Years Foundation Stage 2017](#)

[DfE Inspecting Safeguarding in Early Years Education & Skills – \(September 2019\)](#)



Education Child Protection/Safeguarding Policy

Summary of any key COVID-19 Mitigation Planning, safeguarding and child protection changes



Schools/colleges should continue to follow their local procedures and continue to use the existing safeguarding mechanisms in place; both, in their setting and those set out by the Local Authority.

All education settings need to be familiar with updated Government COVID-19 Guidance as and when this is published. See [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#)

This addendum should also reflect any updated advice from Derby and Derbyshire Safeguarding Children Partnership and from the Local Authority (for example: about children with Education, Health and Care (EHC) plans, the Local Authority Designated Officer and Children's Social Care, Reporting Mechanisms, Referral Thresholds and Children in Need).

Derbyshire Schools Net is the current primary source of obtaining this information and any changes:
<https://schoolsnet.derbyshire.gov.uk/home.aspx>

Following the introduction of the Coronavirus Act, the Derby and Derbyshire Safeguarding Children Partnership has access to additional COVID Standalone Resources <https://www.proceduresonline.com/resources/covid19/> which contain relevant changes and information as they relate to key procedures. This information should NOT be used as a substitute for local directives and practitioners (regardless of setting) should contact their line manager for their organisation's latest guidance.

Name of school/college: Federation of Penny Acres and Wigley Primary Schools

Author/s of addendum: David Ratcliffe – Executive Headteacher

Addendum approved by:

Name	Role	Date
David Ratcliffe	Executive Headteacher	April 2020

Date addendum published by the setting and made available on the website	15 th April 2020
--	-----------------------------

Addendum review dates and changes

Review date	By whom	Summary of changes made	Date implemented

Addendum Contents

Page

	Important contacts	
1	Context	
2	Scope and definitions	
3	Core safeguarding principles	
4	Reporting concerns	
5	Designated Safeguarding Lead (and deputy) arrangements	
6	Working with other agencies	
7	Monitoring attendance	
8	Safeguarding for children not attending school	
9	Children attending other settings	
10	Safeguarding other children	
11	Peer on peer abuse	
12	Online safety	
13	Mental health and well-being	
14	Domestic abuse	
15	Staff recruitment, movement of staff, training and induction	
16	Keeping records of who's on site	
17	Concerns about a staff member or volunteer	
18	Monitoring arrangements	
19	Links with other policies	

Key Contacts during COVID-19 Arrangements

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	David Ratcliffe	dratcliffe@wigley.derbyshire.sch.uk dratcliffe@pennyacres.derbyshire.sch.uk
Deputy DSL(s)	Lynsey Gregory Sally Clements Sally Eyre	lgregory@wigley.derbyshire.sch.uk sclements2@pennyacres.derbyshire.sch.uk sallye11@wigley.derbyshire.sch.uk
Other contactable DSL(s) and/or deputy DSL(s): <ul style="list-style-type: none"> DSL at (school/college name) Deputy DSL at (school/college name) 	Stonelow Junior School – Headteacher - Catherine Robinson – 01246 414370 Unstone Primary School – Headteacher – Rachael Fowlds – 01246 413109 Gorsey Brigg Primary School – Headteacher – Corinne Thornton - 01246 418508 Northfield Junior School – Headteacher – Rebecca Timperley – 01246 413134 Barlow C of E Primary School – Headteacher – Penny Watkin – 01246 2890413 William Levick Primary School – Headteacher – Ben Curtis – 0114 2890670 Holmesdale Infant School – Headteacher – Sarah Lockwood – 01246 413280 Lenthall Infant School – Headteacher – Bernadette Watters - 01246 414569 Dronfield Infant School – Headteacher – Rebecca King - 01246 412302 Dronfield Junior School – Headteacher – Nicola Thomson - 01246 413145 St Andrews C of E Primary School – Headteacher – John Clapham – 01246 417243 Dronfield Henry Fanshawe School – Headteacher – Martin Cooper – 01246 412372	
Headteacher/Principal	David Ratcliffe	dratcliffe@wigley.derbyshire.sch.uk dratcliffe@pennyacres.derbyshire.sch.uk
Chair of Governors/Trustees	Paul Dorward	paul@padfinancial.co.uk
Designated Governor/Trustee:	Paul Dorward	paul@padfinancial.co.uk

Contact details for all other key safeguarding agencies are as noted in the school/college safeguarding/child protection policy 2019/20

1. Context

From 20th March 2020 parents were asked by the Government to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response who absolutely need to attend.

Schools, Colleges and all Childcare Providers were also asked to provide care for a limited number of children; this covered, children who are vulnerable, as well as those children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

The School/College acknowledges the importance of remaining a safe place for children; however, the fewer children making the journey to school, and the fewer children in educational settings, will protect the NHS and save lives by reducing the risks of spreading the virus.

This addendum of the School/College Safeguarding/Child Protection Policy contains details of our individual safeguarding arrangements during our continued opening/school closure.

2. Scope and Definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our local safeguarding partners Derby and Derbyshire Safeguarding Children Partnership (Derbyshire County Council, Derby City Council, Derby and Derbyshire Clinical Commissioning Group, Tameside and Glossop Clinical Commissioning Group and Derbyshire Constabulary).

It sets out changes to our normal Safeguarding/Child Protection Policy in light of the Department for Education's Guidance collection for [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#), and specifically [Coronavirus: safeguarding in schools, colleges and other providers](#).

Vulnerable Children

Unless covered here, our normal Child Protection Policy continues to apply.

The Department for Education's (DfE's) [Coronavirus \(COVID-19\): guidance on vulnerable children and young people](#) defines 'Vulnerable Children' as those who:

- a. Have a Social Worker, this includes children who
 - Have a Child Protection Plan
 - Are looked after by the Local Authority
 - Have been assessed as being in need or otherwise meet the definition in Section 17 of the Children Act 1989
- b. Children and young people up to the age of 25 with Education, Health and Care (EHC) Plans.

Those with an EHC plan will be risk-assessed by the School/College in consultation with the Local Authority (LA) and parents, to decide whether they need to continue to be offered a School/College place in order to meet their needs; or, whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

The School/College will continue to work with, and support children's Social Workers to help protect vulnerable children. This includes working with and supporting children's Social Workers and the Local Authority Virtual School Head (VSH) for Looked-After and previously Looked-After children. The lead person for this will be (*add details*).

There is an expectation that vulnerable children who have a Social Worker will attend an education setting, so long as they do not have significant underlying health conditions that put them at risk. In circumstances where a

parent/carer does not want to bring their child to an education setting, and their child is considered vulnerable, the Social Worker and the School/College will explore the reasons for this directly with the parent/carer.

Where parents are concerned about the risk of the child contracting COVID-19, the School/College or the Social Worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The School/College will encourage our vulnerable children and young people to attend School/College, including remotely if needed.

Support for children who are not 'Vulnerable' but where there are concerns

Senior Leaders in the School/College, especially the Designated Safeguarding Lead (and Deputy), are aware of who our most vulnerable children are. They also have the flexibility to offer a place to those who do not meet the Department for Education's definition of 'Vulnerable' but where the School/College has concerns. For example children who are receiving support through Early Help processes, on the edge of receiving Children's Social Care support or those who have had recent Social Worker involvement. *(Amend/add details of who these children might be)*

If these children will not be attending school a Contact Plan will put in place, as explained in Section 8 below.

3. Core Safeguarding Principles

We will still have regard to the statutory Safeguarding Guidance, [Keeping Children Safe in Education](#) and relevant Government Coronavirus Guidance such as [Coronavirus: safeguarding in schools, colleges and other providers](#) to ensure we keep children safe.

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must always continue to come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A Designated Safeguarding Lead (DSL) or Deputy should be available at all times (see Section 4 for details of our arrangements)
- It is essential that unsuitable people are not allowed to enter the children's/education workforce and/or gain access to children
- Children should continue to be protected when they are online

The School/College will, as far as is reasonably possible, take a whole institution approach to Safeguarding. This will allow us to ensure that any new policies and processes in response to COVID-19 are not weakening our approach to Safeguarding or undermining the School/College Child Protection Policy.

4. Reporting Concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

All staff will continue to work with the children's Social Workers, where they have one, to help protect vulnerable children.

It is vitally important that we continue to work together and share relevant safeguarding information to keep children safe

Contacts and Referrals

If you are concerned about the welfare of a child or young person or are worried they are being abused, you can make a referral to Children's Social Care. Wherever practicable, contact should be indirect, such as by telephone/video call or using the online referral form.

Unless there are serious concerns that a child is suffering or likely to suffer abuse and maltreatment, practitioners should use an Early Help Assessment to start the process of understanding the needs and strengths of the child and the parent/carers.

Professional judgements about visiting children and families to complete children in need assessments will balance considerations about:

- Risks to children and young people
- Risks to families
- Risks to the workforce

Social Workers and their managers will be making professional judgements of risk in each case and decide what form of contact a family may need to have by agencies (including the social worker) in order to ensure the safety of children and young people. There are many ways to keep in touch with a child, young person or family without physical face-to-face contact.

There are circumstances where it will be necessary for social workers and other staff/agencies professionals to visit children in person. Where face to face contact is deemed necessary, practitioners should take account of Public Health England (PHE) advice on social distancing and minimising the spread of infection to keep safe both themselves and the family they are visiting.

Strategy Discussions

Strategy discussions should be held by virtual means in order to co-operate with social distancing guidance requirements. The purpose of the strategy discussion/meeting is to determine the child's welfare and plan rapid future action if there is reasonable cause to suspect the child is suffering, or is likely to suffer, Significant Harm.

Child Protection Section 47 Enquiries

Preparation for carrying out a Section 47 enquiry should include specific measures to see or speak to the child in line with local safeguarding procedures.

Children and families may feel anxious about infection risks. Where this anxiety is present and families are reluctant to engage with Social Workers, Social Workers and other agency professionals should make contact with families and explain why it is essential that they have access to the home, or to see and speak to the children, to ensure they are safe and well. This need not always be through a face to face visit, but should be sufficient to reassure key professionals that the child is not currently at risk of harm.

There may, of course, be other reasons why families may refuse access and where they do and there is a risk to the life of the child or a likelihood of immediate serious harm, Local Authorities should follow the immediate protection procedures set out in Working Together to Safeguard Children.

The management of risk should be recorded in line with the organisations Risk Mitigation plan for COVID-19.

For the latest updates on the latest position on referring in, CiN and Early Help, Core Group/TAF meetings for Derby City and Derbyshire, we will regularly visit the DDSCP website:

<https://www.ddscp.org.uk/>

5. Designated Safeguarding Lead (and Deputy) Arrangements

The School/College will aim to have a trained DSL or Deputy DSL on site wherever possible.

Details of all Important Contacts are listed in the 'Important Contacts' section on Page 4 of this Addendum.

1. Anyone with Coronavirus symptoms who feels too unwell to function will not be called upon and must let the HT know.
2. A remote DSL will be 'on call' at various points throughout the week or as and when the rota requires it. The school should also identify a backup DSL who is then on standby.
3. The most senior member of staff onsite each day will become the 'Safeguarding Champion'. This person will play the role of risk assessing any situation they come across in person on the school site - this will call on their KCSIE training which every staff member has.
4. If the 'Safeguarding Champion' comes across any safeguarding issues they are to remotely dial into the DSL on call to discuss the case and find a way forward. The DSL will, if the case is serious, work behind the scenes contacting agencies etc. to move the situation forward. The 'Safeguarding Champion' is NOT responsible for contacting agencies, the police, social care etc, this is the role of the DSL to lead on (as they would normally do when onsite). NB: In line with escalation procedures, any staff member still has the right to contact social care/children services should they feel the need.
5. Should the DSL need to gain more information from a child or staff member they are able to do so through video conferencing. The DSL is also able to make calls to parents/carers as and when needed.
6. The DSL will then instruct the 'Safeguarding Champion' of the steps and measures they need to take based on the guidance and information that has been sought.
7. If, at the end of the day, there have been no safeguarding issues at school the 'Safeguarding Champion' still needs to dial into the DSL to touch base.
8. If the 'Safeguarding Champion' has had to work in tandem with the remote DSL to solve a safeguarding issue then the DSL should provide an opportunity for 'supervision' to talk through the issues dealt with.

Key Constants

- The staff with the initial concern should record with factual accuracy as soon as possible all that has been reported/noted.
- The 'School Champion' then records their key actions after discussion with the DSL.
- The DSL then discusses further actions with outside agencies/parents etc. as appropriate e.g. this could include signposting to Early Help. The DSL records their actions.
- All staff onsite continue to report cases as normal.
- All staff have access to DSL mobile phone numbers in advance.
- DSLs working offsite/in isolation will conduct safe and well checks via telephone.
- DSLs (regardless of working remotely or in school) keep in regular contact with social care via email.
- Vulnerable families have been provided with Safeguarding contact details and school mobile phone number so that contact can be sought as and when needed.

The School/College acknowledges that opportunities for DSL training is very unlikely to take place during this period; the DDSCP Safeguarding face to face training events have been cancelled up until the end of May (this will be the subject of review). However, the option of online training will be explored, there are some e-learning opportunities and podcasts on the DDSCP website [training pages](#).

As outlined in the DfE Guidance (Coronavirus (COVID-19): safeguarding in schools, colleges and other providers); for the period COVID-19 measures are in place, a DSL (or Deputy) who has been trained will continue to be classed as a trained DSL (or Deputy) even if they are unable to undertake their refresher training.

Our School/College like others nationwide faces unique challenges at this time. Where reasonably possible, the DSL (or Deputy) will consider these challenges in a child protection context.

6. Working with Other Agencies

The School/College will continue to work with Children's Social Care and with Virtual School Heads for Looked-After and previously Looked-After Children.

The School/College will continue to update this Addendum as/when necessary, to reflect any updated guidance from:

- Our Local Safeguarding Partners
- The Local Authority about children with Education, Health and Care (EHC) plans, the Local Authority Designated Officer and Children's Social Care, Reporting Mechanisms, Referral Thresholds and Children in Need

The following guidance is currently in place:

Multi-Agency Safeguarding Meetings (updated Information published on 25/03/2020)

As from the 18th March all meetings (for example: Looked After Reviews, Child Protection Conferences, Children in Need Reviews) will take place virtually and no face to face conference/meetings will currently take place.

All attendees of meetings will be notified of how they will contribute the meeting and the School/College will take steps to ensure that they are able to comply with these arrangements.

As there will be delays in circulating the records of such meetings, the School/College representative will take notes of recommended actions.

For these statutory meetings to go ahead it is equally important that all professionals and especially the allocated Social Workers provide updated reports, care plans and review of arrangements, to these meetings. The School/College will ensure this is a priority. All reports will be emailed using the current arrangements for these meetings taking place.

For Initial Child Protection Case Conferences and Review Conferences, partners will be expected to be available so that the Child Protection Managers (CPMs) can call them to discuss the children and issues of risk, enabling partners to contribute to the plan that the CPM will build based on information shared from all parties.

Derbyshire Community Response Unit

As people become ill with COVID-19 and need to self-isolate their personal circumstances may mean they need some additional help.

The Community Response Unit (CRU) is for people who have no one else to support them. The CRU will be helping people to access food banks or shopping depending on their financial resources; they will help people access support for prescriptions; they will be signposting people to financial advice; and will be offering support for those in social isolation such as telephone befriending. This will be delivered by the Community and Voluntary Sector (CVS).

As CRU requests for help are triaged, if any children are identified as being vulnerable the CRU hub will liaise directly with Children's 'Starting Point' to support the triage of the children's needs.

The CRU is not a service as such it is an enabler to help people who have no other support to be able to access local support through the CVS network. The CRU has linked up with District/Borough Councils, locality CVS's and key voluntary sector organisations who are coordinating voluntary support within communities.

Anyone who requires support can use the online form:

<https://www.derbyshire.gov.uk/social-health/health-and-wellbeing/health-protection/disease-control/coronavirus/community-response-unit/if-you-need-help/if-you-need-help.aspx> or telephone 01629 535091.

Derbyshire Early Help in communities is supported by the Early Help Transition Team

The Derbyshire Early Help Transition Team will continue to support partner agencies with information, advice and guidance in Early Help. We will stay in contact with our local teams who can assist us and early help, this includes:

- Collating a list of local voluntary services in each community; e.g. Foodbanks, CAB sessions and family support voluntary organisations.
- Contact details for a wide range of validated national organisations has been compiled for partners; including the full range of parenting support and mental health support services.
- Early Help Advisors continue to provide support for partners online and have produced bitesize support sessions that partners can use online with children and families.
- Early Help Advisors maintain links with School Early Help leads.
- Children Centres: provide online support for 0-5 year olds and have posted on their Facebook pages updated information advice and guidance for parents including signposting to key support agencies.

Locality Early Help Teams (0-19yrs) Providing Targeted Support Including Childrens Centres

The School/College will continue to make the appropriate referrals for targeted Early Help support for our children and families. The Locality Early Help teams are receiving referrals from Starting Point and these will be allocated at virtual VCM meetings. They will have close liaison with the Mental Health preventative services, and these teams are now completing Team Around the Family in a virtual meeting with families and professionals.

The School/College are aware that there is continued targeted Early Help across the County. Community based groups in centres and youth groups are now closed in accordance with COVID-19 guidance. Contact with Children, Young People and Families has therefore, moved to using technology to provide online contact e.g. Skype, WhatsApp or FaceTime and phone call support.

These practitioners have developed creative solutions to maintain engagement and also provide interactive resources for children and families to use. Regular appointments are made to continue the family support work and the video conferencing and FaceTime facilities enable a tour around the home to support with maintaining family routines.

Practitioners are converting many evidence based tools into online interactive resources and finding new ways to deliver programmes such as:

- ECAT: Every Child A Talker, speech and language development.
- School Readiness programmes
- Solihull Parenting Approach.
- Stronger Families Safer Children: Systemic approach.

A range of Mental Health resources have been made available to the Early Help teams to provide guidance to parents and carers on managing the anxiety and family dynamics of social distancing and self-isolation. These resources will become good guides for practitioners and parents if families begin to experience inter-parental conflict or conflict with children.

Childrens Services has clear guidance on home visit arrangements and if a family does require home visits, then practitioners will undertake these where appropriate based on COVID-19 guidance at the time.

Young Carers

We are aware that vulnerable children as defined, include children who are young carers. Derbyshire Carers Association, commissioned via DCC, will be continuing to provide support for young carers and their families

during the coronavirus pandemic. They will offer advice to any new referrals. 01773 833833 or email: youngcarers@derbyshirecarers.co.uk

We will support young carers to attend and stay in school where possible. We are aware that an extended period of time at home could increase the amount of caring the child is doing, impacting on them emotionally and physically.

7. Monitoring attendance

As most children will not be attending school during this period of School/College closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The School/College and Social Workers will agree with parents/carers whether Children in Need should be attending School/College. The School/College will then follow up on any learner that they were expecting to attend, who does not. The School/College will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, the School/College will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the School/College will notify their Social Worker.

In the case of vulnerable children sharing provision with other schools, the receiving school should have an arrangements in place on how best to share information and follow up with parents if there are any issues e.g. non-attendance.

The School/College will use the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

In addition, all Derbyshire schools will provide lists of the vulnerable children who are attending the school to the Local Authority to help coordinate responses to vulnerable children as defined by the DfE guidance.

As time moves on our ability to engage effectively with families in this way is improving and we will continue to make contact with our vulnerable children and with families regularly within the existing restrictions

The School/College will work within the social distancing advice the Local Authority has provided for children in school:

<https://schoolsnet.derbyshire.gov.uk/administration-services-and-support/coronavirus-information/information-and-advice-to-schools.aspx>

8. Safeguarding For Children Not Attending School

Contact Plans

The School/College have contact plans for children with a Social Worker and children who they have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and Social Worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

These plans set out:

- How often the School/College will make contact
- Which staff member(s) will make contact
- How they will make contact
- *Add in anything else you'll include in plans here*

The School/College have agreed these plans with Children's Social Care where relevant, and will review them

9. Children attending other settings

Where children are temporarily required to attend another setting, the School/College will ensure the receiving School/College is provided with any relevant welfare and child protection information.

Wherever possible, the School/College DSL (or Deputy) and/or Special Educational Needs Co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, Child in Need Plan, Child Protection Plan or Personal Education Plan
- Details of the child's Social Worker
- Details of the Virtual School Head
- Where the DSL, Deputy or SENCO is unable to share this information, the School/College Senior Leader(s) identified in Key Contacts will do this.

The School/College will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

10. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at a greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on learners' mental health that are also safeguarding concerns, and act on any concerns immediately. In particular, children are likely to be spending more time online (see Section 12 below).

11. Peer on peer abuse

We will continue to follow the principles set out in Part 5 of Keeping Children Safe in Education, [Sexual violence and sexual harassment between children in schools and colleges guidance](#) and local [multi-agency safeguarding children procedures](#), in particular [Children who Present a Risk of Harm to Others](#) as well as those outlined within the School/College Child Protection/Safeguarding Policy, when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

The School/College recognises that during the partial closure a revised process may be required for managing any report of such abuse, and support to victims.

The School/College will listen and work with the young person, the alleged perpetrator, parents/carers and any multi-agency partner required to ensure the safety and security of the young person and that of the alleged perpetrator.

Concerns and actions must be recorded on MyConcern/CPOMS/ etc and appropriate referrals made.

(Note any changes in your procedures, e.g. who to contact, how investigations will be carried out, how you'll support victims during school closure.)

12. Online Safety

In school

The School/College will continue to have appropriate filtering and monitoring systems in place. Where students are using computers in school, appropriate supervision will be in place.

Outside school

Where staff are interacting with children online, they will continue to follow the School's/College's existing Staff Behaviour Policy/Code of Conduct.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection/Safeguarding Policy and where appropriate referrals should still be made to Children's Social Care and the Police if required.

Online teaching will follow the same principles as set out in the staff Code of Conduct Policy and the Behaviour Policy.

The School/College will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

The School/College will consider guidance as detailed below when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use communication systems provided by the school/college to communicate with learners.
- Staff should record, the length, time, date and attendance of any sessions held.

If IT staff are unavailable, our contingency plan is (*insert details of contingency plans for IT support, e.g. from another school, LA etc.*)

The School/College will consider the safeguards around loaning equipment and will take advice from the School/College ICT services on the issues.

The School/College will work with any further guidance issued by the Local Authority in respect to remote working and learning, and when using online to communicate with children and their families.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in Section 3 of this Addendum.

The School/College will ensure children know how to report any concerns they have back to the School/College, and signpost them to other sources of support if required.

Working with Parents and Carers

The School/College will ensure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online.
- Are aware of what the School/College is asking children to do online, including what sites they will be using and who they will be interacting with from our school.

- Are aware that parents/carers should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources the School/College provides.
- Know additional resources that are available for support to keep their children safe online.

The School/College will work within any further local guidelines issued to Schools/Colleges/Education settings around Video Conferencing and Remote Learning (e.g. Zoom, Microsoft Teams) during the COVID-19 Outbreak.

13. Mental Health and Well-being

Where possible, the School/College will continue to offer our current support for learner mental health and wellbeing for all of our learners. *(Insert details here of support being offered including links with school/college mental health lead)*

The School/College will also signpost all learner, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils/students learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health and well-being. *(Note: update this when DfE guidance is published)*

The Derbyshire Early Help teams are closely aligned with the Mental Health Specialist Community Advisors and they will work together to provide the most appropriate support for children and families during the current COVID-19 pandemic.

This will include online support from preventative services, specialist services and if appropriate the Crisis Teams will support children.

Resources are available and have been especially adapted to support children who may be anxious during social distancing and self-isolation; these are available from the DCC website and school staff can be guided to these resources by the local Early Help Teams:

<https://www.derbyshire.gov.uk/social-health/health-and-wellbeing/health-protection/disease-control/coronavirus/schools/schools-parents.aspx>

<https://www.mentallyhealthyschools.org.uk/media/1960/coronavirus-mental-health-and-wellbeing-resources.pdf>

Supporting Children Not in School

The school/college is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral type support in school, they should ensure that a robust contact plan and risk assessment is in place for that child or young person.

Details of this plan must be recorded on MyConcern/CPOMS/etc, as should a record of contacts that have been made.

The contact plans can include; remote contact, phone contact, door step visits. Other individualised contact methods should be considered and recorded.

The School/College and its DSL will work closely with all stakeholders to maximise the effectiveness of any contact plan.

This plan and risk assessments must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The School/College will share safeguarding messages on its website and social media pages.

The School/College recognises that education is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at the School/College need to be aware of this in setting expectations of learners' work where they are at home.

The School/College will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on MyConcern/CPOMS/etc.

Supporting Children in School

The School/College is committed to ensuring the safety and wellbeing of all its students.

The School/College will continue to be a safe space for all children to attend and flourish. The Headteacher/Principal will ensure that appropriate staff are on site and staff to learner ratio numbers are appropriate, to maximise safety.

The School/College will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

The School will ensure that where they care for children of critical workers and vulnerable children on site, will ensure appropriate support is in place for them. This will be bespoke to each child and recorded on My Concern/CPOMS/etc.

14. Domestic Abuse

The current COVID-19 measures being taken are likely to increase the stress on family life and it is expected that domestic abuse incidents are likely to rise.

The School/College will continue to receive domestic abuse notifications via the Stopping Domestic Abuse Together (SDAT) initiative as will Children's Social Care. Notifications will continue to be recorded in the children's Safeguarding File. The Police are providing the existing responses and there is no change to practice:

<https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/domestic-abuse-notifications.aspx>

As with any concern about a child the School/College will take steps to ensure the child is safe. In all cases the School/College will review what they know about the child and their family.

If the child is expected to attend school the usual checks should be made on their welfare.

- What is known about the child when they arrived (or not) at school today?
- Who in the school needs to be informed?
- What 'checks' need to be carried out and how best can these be achieved?
- Are they in school today? How are they presenting physically and emotionally? Are there any changes in their behaviour?

When a child is not at expected to be at school there should be consideration about how best the School/College can seek assurance on their welfare and what checks can be made.

In all cases the School/College will make general enquires with the child about how they are. The Domestic Abuse Notification should not be referred to unless it is directly mentioned by the child or where the parent/carer raises the issue.

If the DSL/Deputy DSL identifies any child protection concerns they will refer to Children's Social Care.

Children's Social Care will also review the incident and will liaise with the school where there are Child Protection concerns about the safety of the child.

Where the DSL has identified a child to be on the edge of Social Care support; or who would normally receive pastoral type support in school, they should ensure that a robust contact plan and risk assessment is in place for that child or young person.

Details of this plan must be recorded on MyConcern/CPOMS/etc, as should a record of contacts that have been made.

The contact plans can include; remote contact, phone contact, door step visits. Other individualised contact methods should be considered and recorded. The School/College and its DSL will work closely with all stakeholders to maximise the effectiveness of any contact plan.

This plan and risk assessments must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

15. Staff Recruitment, Movement of Staff, Training and Induction

Recruiting New Staff and Volunteers

- The School/College will continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.
- The School/College will continue to follow safer recruitment procedures, and Part 3 of Keeping Children Safe in Education.
- In urgent cases, when validating proof of identity documents to apply for a DBS check, The School/College will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.
- New staff must still present the original documents when they first attend work at the school.
- The School/College will continue to undertake the usual checks on new volunteers, and to carry out Risk Assessments to decide whether volunteers who are not in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.
- Where new staff are recruited, or new volunteers enter the School/College, they will continue to be provided with a Safeguarding Induction.

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the School/College will continue to follow the relevant Safer Recruitment Processes for their setting, including, as appropriate, relevant sections in Part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face to face contact.

Where the School/College is utilising volunteers, they will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Staff 'on loan' from Other Schools

If staff are deployed from another education or children's workforce setting the School/College will take into account the DfE supplementary guidance on Safeguarding Children during the COVID-19 pandemic and will accept portability by seeking assurances from the current employer in writing that;

- the individual has been subject to an enhanced DBS and Children's Barred List check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

As well as seeking assurance from the 'loaning' School/College that staff have had the appropriate checks; the School/College will also assess the risks of staff 'on loan' working in the School/College, and. *(Add who will do these risk assessments.)*

The School/College will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

Safeguarding Induction and Training

The School/College will make sure loaned staff and volunteers are aware of changes to the procedures and local School/College arrangements.

New staff and volunteers will continue to receive:

- A Safeguarding Induction
- A copy of the Schools/Colleges Child Protection Safeguarding Policy (and this addendum)
- Keeping Children Safe in Education (part 1)

The School/College will decide on a case by case basis what level of Safeguarding Induction staff 'on loan' need. In most cases, this will be:

- A copy of the School/College Child Protection/Safeguarding Policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

The School/College will pay regard to:

Visitors and External Contributors Policy, issued to all Derbyshire education settings:

<https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/safeguarding-model-policies.aspx>

16. Keeping Records of who is on Site

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that any School/College is aware on any given day which staff/volunteers will be in the School/College. They will also ensure that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the School/College will continue to keep the Single Central Record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

The SCR will provide the means to log everyone that will be working or volunteering in a School/College on any given day, including any staff who may be on loan from other institutions. The SCR will be used to log details of any Risk Assessments carried out on volunteers and staff on loan from elsewhere. *(Change this paragraph if you're going to use a different way of logging who's in school each day and any risk assessment s)*

17. Concerns about a staff member or volunteer

The School/College will continue to follow the principles set out in Part 4 of Keeping Children Safe in Education, the School/College Policies and the local Multi-Agency Safeguarding Children Procedures, [Managing Allegations against Staff, Carers and Volunteers](#).

Staff should continue to act on any concerns they have immediately. There are no practice changes as to how a referral is made to the Derbyshire LADO. Forms are completed and sent into: Professional.Allegations@derbyshire.gov.uk

The School/College will continue to follow their legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

The School/College will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency as per paragraph 166 of KCSIE. This will be undertaken via the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

Staff Absence

Where the School/College has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or First Aiders, this will be discussed immediately with the executive Headteacher/SSIO/MAT.

18. Monitoring Arrangements

This policy will be reviewed and updated as Guidance from the Local Safeguarding Partners, other relevant agencies or DfE is received, and as a minimum of *every 3-4 weeks* by Executive Headteacher. At every review, it will be approved by the full governing board.

19. Links with other policies

This policy links to the following policies and procedures:

- Child Protection/Safeguarding
- Staff Behaviour Policy/Code of Conduct
- Health and Safety
- Behaviour Management, including Mental Health and Behaviour, Bullying/Online Bullying and Prejudice-Based Bullying as well as the use of reasonable force/physical intervention, including the increased vulnerability of children with Special Education Needs (SEN) or disabilities and equality duties
- Meeting the needs of pupils with Medical Conditions
- Providing First Aid
- Online safety and other associated issues, including sexting/'youth produced sexual imagery', use of pupil mobile phones in school and appropriate filtering and monitoring, including how children can be kept safe from terrorist and extremist material
- Safer Recruitment and Selection, including Single Central Record
- Managing Allegations against Staff, including volunteers and incorporating 'duty to refer'
- School Attendance and children who runaway or go missing from education, home or care
- School Complaints Procedure
- Information sharing
- Whistle blowing

Controlled upon completion



The Federation of Penny Acres and Wigley Primary Schools

Education Child Protection/Safeguarding Template Policy

June 2020:

Education Settings Annex A - The safeguarding arrangements for the wider Opening of education settings to children from June 1st

Name of school/college: The Federation of Penny Acres and Wigley Primary Schools

Addendum approved by:

Name	Role	Date
David Ratcliffe	Executive Headteacher	June 2020

Date addendum published by the setting and made available on the website	25th June 2020
---	----------------------------------

Addendum review dates and changes

Review date	By whom	Summary of changes made	Date implemented

Controlled upon completion

This annex A is new information schools/colleges need to address to support the safeguarding arrangements in their school/college to cover recent guidance issued by the government on the preparation for and the wider reopening of schools/colleges.

Schools/colleges need be familiar with the following recommended government guidance relating to the plan for wider opening, when considering their safeguarding arrangements:

- <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>
- <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools>
- <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

This additional Annex A also reflects any updated advice from Derby and Derbyshire Safeguarding Children Partnership and from the Local Authority (for example: about children with Education, Health and Care (EHC) plans, the Local Authority Designated Officer and Children's Social Care, Reporting Mechanisms, Referral Thresholds and Children in Need).

Key information is found here: <https://www.ddscp.org.uk/coronavirus-safeguarding-arrangements/>

Controlled upon completion

Key Contacts during COVID-19 Arrangements

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	David Ratcliffe	dratcliffe@wigley.derbyshire.sch.uk dratcliffe@pennyacres.derbyshire.sch.uk
Deputy DSL(s)	Lynsey Gregory Sally Clements Sally Eyre	lgregory@wigley.derbyshire.sch.uk sclements2@pennyacres.derbyshire.sch.uk sallye11@wigley.derbyshire.sch.uk
Other contactable DSL(s) and/or deputy DSL(s): <ul style="list-style-type: none"> DSL at (school/college name) Deputy DSL at (school/college name) 	Stonelow Junior School – Headteacher - Catherine Robinson – 01246 414370 Unstone Primary School – Headteacher – Rachael Fowlds – 01246 413109 Gorsey Brigg Primary School – Headteacher – Corinne Thornton - 01246 418508 Northfield Junior School – Headteacher – Rebecca Timperley – 01246 413134 Barlow C of E Primary School – Headteacher – Penny Watkin – 01246 2890413 William Levick Primary School – Headteacher – Ben Curtis – 0114 2890670 Holmesdale Infant School – Headteacher – Sarah Lockwood – 01246 413280 Lenthall Infant School – Headteacher – Bernadette Watters - 01246 414569 Dronfield Infant School – Headteacher – Rebecca King - 01246 412302 Dronfield Junior School – Headteacher – Nicola Thomson - 01246 413145 St Andrews C of E Primary School – Headteacher – John Clapham – 01246 417243 Dronfield Henry Fanshawe School – Headteacher – Martin Cooper – 01246 412372	
Headteacher/Principal	David Ratcliffe	dratcliffe@wigley.derbyshire.sch.uk dratcliffe@pennyacres.derbyshire.sch.uk
Chair of Governors/Trustees	Paul Dorward	paul@padfinancial.co.uk
Designated Governor/Trustee:	Paul Dorward	paul@padfinancial.co.uk

Contact details for all other key safeguarding agencies are as noted in the school/college safeguarding/child protection policy 2019/20

Controlled upon completion

1. Scope and Definitions

This Annex A applies during the period of school closure due to COVID-19, and the wider opening of an educational setting. It reflects updated advice from our local safeguarding partners Derby and Derbyshire Safeguarding Children Partnership (Derbyshire County Council, Derby City Council, Derby and Derbyshire Clinical Commissioning Group, Tameside and Glossop Clinical Commissioning Group and Derbyshire Constabulary).

It sets out changes to our normal Safeguarding/Child Protection Policy in light of the Department for Education's Guidance collection for [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#), and specifically [Coronavirus: safeguarding in schools, colleges and other providers](#) (updated may 2020)

This does not replace the schools/colleges Child protection /Safeguarding policy 2019/20, and an addendum, summary of any key COVID-19 Mitigation Planning, safeguarding and child protection changes, April 2020

2. Vulnerable Children

The Department for Education's (DfE's) [Coronavirus \(COVID-19\): guidance on vulnerable children and young people](#) continues to apply.

There is the flexibility to offer a place to those who do not meet the Department for Education's definition of 'Vulnerable' but where the School/College has concerns will continue and will now include, those who could benefit from continued attendance. This might include children and young people who are on the edge of receiving support from Children's social care services, adopted children, NEET, those living in temporary accommodation, those that are young carers and others at the schools, colleges and local authorities discretion.

School and college staff will continue to work with children's social workers, the Designated Lead, virtual school heads, and any other relevant safeguarding, health and pastoral partners to help protect children.

3. Maintaining contact

Contact with families and encouragement for attendance has been maintained in the following ways:

- ParentMail
- Purple Mash
- Telephone calls
- Emails

Controlled upon completion

4. Reporting Concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

The local authority has issued updated guidance about identifying vulnerable children during lockdown; assessing and supporting their needs. This includes supporting schools with early intervention services including the Early Help Transition Teams, to provide children and families with the right support at the right time.

['Lockdown Lens' for schools: safeguarding children in Derbyshire](#) – attached to this policy

5. Designated Safeguarding Lead (and Deputy) Arrangements

As more children return the School/College will have a trained DSL or Deputy DSL available on site to coordinate the safeguarding arrangements, and liaise with social workers. If activities take place offsite there will be arrangements in place to provide access to a designated lead.

All school and college staff and volunteers will have access to a trained DSL (or deputy) and know on any given day who that person is and how to speak to them.

In exceptional circumstances:

- a trained DSL (or deputy) from the school or college can be available to be contacted via phone or online video - for example, working from home
- sharing trained DSLs (or deputies) with other schools or colleges (who should be available to be contacted via phone or online video)

The school/college will ensure there are sufficient staff members can provide pastoral support to help meet the needs of children as they return.

The DSL will provide support to teachers and pastoral staff to ensure contact is maintained with children and their families. This will be for those children and families in school and more importantly for those who are not in school.

Where possible staff should try and speak directly to children to help identify any concerns. Staff should be encouraged (where possible) to make calls from the school or college site via school or college phones and devices. Where staff use personal phones to make calls, they should withhold their personal number.

When communicating with families, this should only be done through school email addresses or recognised channels, within school hours and on school devices. Shared school mobiles

Controlled upon completion

are been purchased for this activity. It is recommended that any staff member contacting parents and families is made aware of the school's policy around etiquette and content.

The Designated lead will ensure great care will be taken in the content, storage and dissemination of any records made.

The DSL will ensure all staff will be kept up to date with government and local changes in respect of children returning to the school/college and the school/college will update parents/carers and make the relevant guidance's available on the website.

6. Staff Recruitment, Movement of Staff, Training and Induction

The existing school/college workforce may continue to move between schools/colleges in response to Coronavirus.

Where new staff or volunteers are recruited they will continue to be provided with a safeguarding induction. Supply and agency staff, who may be recruited for the wider opening of the school/college will be given a safeguarding induction, which includes local changes and responses to Coronavirus and local safeguarding policies and procedures.

Some schools/colleges are 'borrowing' staff from other schools/colleges. This will continue to be necessary in some cases and the usual expectations will apply around verification, training, induction to the setting they are temporarily working in and knowledge of the schools/colleges safeguarding policies and procedures.

The school/college will be clear in how they will access information, both hard copy and electronic especially with regards temporary log in and admin privileges. The school/college will revisit, processes for data sharing and storage, particularly if key staff members are not on site, using "borrowed staff" and or using other schools.

External visitors should be kept to a minimum, but schools/colleges should make themselves available for Childrens Social Workers, and other relevant partners e.g. Health, who may need to see children on site.

7. Risk Assessments

The School/College will work with the latest guidance provided by the government on:

- Risk assessments;
- Home school transport;
- Managing the school/college site;
- Staggering start times, breaks and finish times;
- First aid;
- Social distancing;
- Personal Protective Equipment;
- Managing an outbreak of Coronavirus.

Controlled upon completion

The local authority has provided templates, and resources in preparation for a return to school/college to assist: <http://services.derbyshire.gov.uk/Page/1277>
<http://services.derbyshire.gov.uk/Page/17535>

For children and young people with EHC (education and health care) plans in Derbyshire all providers have been sent risk mitigation forms to complete and return to the school Lead SEND Officer.

The Risk Mitigation forms are found here:

<https://schoolsnet.derbyshire.gov.uk/administration-services-and-support/coronavirus-information/special-educational-needs-and-disabilities-guidance.aspx>

Each child has been allocated an additional key worker within education to monitor their provision.

Work will continue in partnership with the key worker, other key health and social care professionals, and the family to review risk assessments in light of a wider opening of the school/college:

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance>

Children and young people with other complex needs, such as children and young people with special educational needs and disability (SEND) who do not have an EHC plan, the school/college or local authority can now exercise its discretion to do a risk assessment and offer a place.

The school/college will continue to undertake and review risk assessments for children and young people with EHC plans who remain at home. Risk assessments will continue to be undertaken to ensure:

- It assists decisions on which children and young people, with an EHC plan, should be attending their educational setting, taking into account the changing circumstances of individual children and young people, with an aim that they can be brought back into face to face education when it is right for them;
- when attendance is not appropriate, assessments can help make decisions about the support children and young people should receive at home, noting that circumstances may have changed;
- Providing helpful information to Headteachers and other professionals in planning for, and supporting, those children and young people with an EHC plan when they do return to educational settings

8. Monitoring attendance

It is expected that vulnerable children will attend where it is appropriate for them to do so and where there are no shielding concerns for the child or their household; where they are not

Controlled upon completion

clinically vulnerable and or/following a risk assessment for those children with a EHC plan and or clinical vulnerabilities.

We will continue to work with children and their families not in school and will work with the relevant children and their families to return to school/college.

Parents/carers will not be penalised if their child does not attend education provision.

Schools/colleges will resume taking their attendance register from the 1st June, and will complete the online Educational Settings Form (DfE daily updates).

In addition, schools/colleges in Derbyshire will be completing a returns list of pupils in school to the local authority to help identify with social care partners pupils who are attending and especially those who are deemed as vulnerable and are not attending.

<https://schoolsnet.derbyshire.gov.uk/administration-services-and-support/coronavirus-information/dcc-information-return.aspx>

9. Transport and safeguarding

Schools/colleges are working with the local authority on the reinstating of school transport for some pupils as they are returning to school. There are priority groups including vulnerable children and young people. Schools/colleges will work with their transport providers to ensure this and that there are appropriate safeguarding arrangements under the current restrictions and social distancing.

10. Safeguarding Pupils and Teachers Online

Schools/colleges should still refer to NSPCC guidance, when engaging in remote learning. The guidance is unchanged since its previous update (April 21st 2020).

Schools/colleges should consider greater communication with parents around working on line, to provide reassurances that they are working in a safe environment and encourage them to make their child's online activity as safe possible, this may mean referring families to resources: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

When video conferencing, schools/colleges are advised not to use 'new platforms' but rather work with established and trusted systems that are already in place such as e.g. G Suite or Office 365.

The DfE recommends that the school/college will signpost any queries, and in regards to data protection to their Local authority Data Protection service.

This Policy is to be used in conjunction with the Online Safety Policy and the Acceptable Use of IT policies for staff and pupils.

Controlled upon completion

11. Peer on Peer Abuse

Usual reporting of suspected or actual peer on peer abuse applies. All staff need to be aware that incidents may have happened out of school, whilst children are not attending, and these may require a safeguarding response when they return and the school/college is made aware.

12. Mental Health and Well-being

The school/college will continue to support children in respect of their emotional health and wellbeing and acknowledge that, on a child's return into the school/college, lockdown may have had, and may continue to have, an adverse impact upon their health, wellbeing and safety.

There are guidance's available (updated May 21st) to assist and all staff will be made familiar with this: <https://www.gov.uk/guidance/supporting-pupils-wellbeing>

All staff will be updated around how to identify, refer and respond to a child presenting concerns and know how schools/colleges can receive help:
<https://derbyandderbyshireemotionalhealthandwellbeing.uk/>

A new email address for professionals to access this new service is: ddccg.tict@nhs.net

13. Monitoring Arrangements

This policy (June 2020, Annex A 2020) will be reviewed and updated as Guidance from the Local Safeguarding Partners, other relevant agencies or DfE is received as a minimum, every 3-4 weeks by Mr D Ratcliffe, Headteacher.

At every review, it will be read and approved by the full governing board.

14. Resources

Department for Education coronavirus helpline

The Department for Education coronavirus helpline is available to answer questions about COVID-19 relating to education and children's social care.

Phone: 0800 046 8687

8am to 6pm – Monday to Friday

10am to 4pm – Saturday and Sunday

If you work in a school, have the schools/colleges unique reference number (URN or UK PRN) available

Frequently asked questions on the wider reopening of schools/colleges -

<https://schoolsnet.derbyshire.gov.uk/site-elements/documents/administration/early-years-pvi-frequently-asked-questions-issue-3.pdf>

Early Help & Safeguarding Briefing – 22 May 2020

‘Lockdown Lens’ for schools: Safeguarding children in Derbyshire

To provide schools with information about identifying vulnerable children during lockdown; and about assessing and supporting their needs.

What is different during lockdown?

The lack of visibility of children can amplify the risks for children, and indicators of emerging need could be missed. The message is to be vigilant and work with partners to safeguard children.

During lockdown, some families will experience a range of challenges, which could compromise their parenting and children may become more vulnerable. These pressures could include:

- Inter-parental conflict, domestic abuse or family breakdown
- Parental mental health, impact of social isolation and limited support
- Substance misuse and increased dependency on substances to cope
- Parental ability to provide home schooling e.g. language barriers, cross cultural dynamics, parents’ cognitive skills
- Children becoming young carers for siblings or parents.
- Financial pressures on families for basics such as food, utilities and other essentials
- Lack of parental boundaries, home routines with meals, bedtimes and supervision including screen time.

During lockdown indicators of concern may be:

- Lack of parental engagement with home schooling arrangements
- Children not attending school when they have a place
- Families only engaging via phone calls or emails and not using video calls (lack of visibility)
- A range of indicators (see above) particularly where a child is not already open to Children’s Services (see your Early Help & Safeguarding School Report, which is circulated via Perspective Lite on a fortnightly basis)
- Parents new to the school with previous history of social care involvement and some emerging concerns e.g. school attendance.

What is a vulnerable child?

The government has provided a definition of ‘vulnerable children’ for the purposes of school attendance during the COVID-19 pandemic. The government’s guidance is available here:

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

In brief, the government's definition includes children with a social worker, children with an education, health and care plan and other children the education provider or local authority has assessed as being vulnerable. This could include, for example, children on the edge of needing social care support; adopted children; young carers; children in temporary accommodation; children not in education / employment and others at the provider's discretion.

It is important to be clear that this government definition relates primarily to school attendance. The Derby & Derbyshire Safeguarding Children's Partnership '[Thresholds document](#)' should always be used as a reference point if there are concerns about a child that may require the provision of early help or support from social care.

Alongside this, the 'Lockdown Lens' needs to be applied and professionals should be conscious that the range of universal services and community support are operating differently following government Lockdown guidance. This could limit the visibility of a child and their need for help and protection. Partners are all still available to support vulnerable children and our Early Help Transition Teams can be contacted for advice and support.

What can the school do?

- Think about why I am concerned and what are the vulnerabilities?
- Identify the rationale of why you are concerned for the child now and what has changed to prompt you to think this?
- When making contact with the family think about whether you have seen and spoken to the child – if not, why not? What were the barriers to doing so?
- Does the child require in-school solutions and how can you respond to decrease your concerns?
- Think about local support and services that can assist the parent/carer and child. (The Early Help Transition team can assist with directories and signposting and there are many resources detailed on [SchoolsNet](#))
- What sources of support do I have access to assist me in making a decision? e.g.- Designated Safeguarding Leads, the Early Help Transition Team, the Starting Point Professionals Advice Line 01629 535353.
- Having considered the threshold document does the child/family require an early help assessment (EHA) to be undertaken, are there other agencies involved to work with to co-ordinate a response, does the concern warrant the involvement of children services? Your local Early Help Advisor is available to support you with the EHA process and links to key partners.
- For those children with allocated workers, keep in regular communication with them and escalate to the lead professional if you are not managing to make contact.
- If you believe the child is at risk of significant harm refer your concerns without delay by calling 01629 533190.

Resources and services that can support schools working with vulnerable children:

Emotional support for families, including mental health:

<https://www.derbyshire.gov.uk/social-health/health-and-wellbeing/health-protection/disease-control/coronavirus/emotional-health-and-wellbeing/support-for-families/emotional-support-for-families.aspx>

Staying safe during the COVID-19 pandemic, including keeping children safe, support for children and domestic abuse:

<https://www.derbyshire.gov.uk/social-health/health-and-wellbeing/health-protection/disease-control/coronavirus/staying-safe/staying-safe-during-the-covid-19-pandemic.aspx>

Safeguarding COVID-19 tile on SchoolsNet which has a range of documents published since the pandemic started including the Early Help offer, safeguarding updates and NSPCC information:

<https://schoolsnet.derbyshire.gov.uk/administration-services-and-support/coronavirus-information/safeguarding-covid-19.aspx>

Early Help Transition teams contact information:

Chesterfield & High Peak

Adam Cope, Early Help Development Officer

Mobile: 07827 313821

Email: Adam.cope@derbyshire.gov.uk

Erewash and South Derbyshire

Nusrat Sohail, Early Help Project Officer

Mobile: 07827980617

Email: Nusrat.sohail@derbyshire.gov.uk

North East & Bolsover and Amber Valley

Debbie Hadley - Early Help Transition Project Officer

Mobile: 07866 216 961

Email: Debbie.hadley@derbyshire.gov.uk