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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

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1.2 Our school/setting, its community, and our 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
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 – Fiona Marsh - 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

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1.3 Our Policy

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 will deliver these responsibilities.

This is an overarching policy.

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

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

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

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

This policy should be read in conjunction with:

'Working Together to Safeguard Children' (updated 2020) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

"Keeping Children Safe in Education" 1 Sept 2021 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 for schools and childcare providers" (June 2015).

Sexual Violence and Harassment between children in schools and colleges, Sept 2021

The Role of the Designated Teacher for Looked After and Previously Looked after children, Feb 2018

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Furthermore, we will follow the <u>Procedures set out by the local Safeguarding Partnership</u>

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

Through implementation of this policy we will ensure that our School provides a safe environment for children (and vulnerable adults when in their setting) to learn and develop.

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

1.4 Our Principles

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

- Safeguarding is everyone's responsibility: all Staff should play their full part in keeping children (Includes vulnerable adults when in their setting) safe.
- We will aim to protect children using national, local, and school child protection procedures.
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by latest Working Together guidance.
- That all Staff have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, should feel confident that they can report all matters of Safeguarding in the School where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- We will aim to operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children and will actively seek out and promote this.

Working Together defines safeguarding children and promoting their welfare is defined as:
- Protecting children from maltreatment.

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

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

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

2. Safeguarding Roles and Responsibilities

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

- Listening to, and seeking out, the views, wishes and feelings of children and can demonstrate this in their practice.
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the School
- 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.
- Feeling able in this school to obtain feedback on all concerns reported to a Designed Safeguarding Lead.
- Feeling able to use the schools and local safeguarding partnerships Escalation Policy and Dissent policies.
- Being aware of the 'Allegations Against Professionals' LADO procedures and feeling confident in been to report concerns about other staff and the setting.
- Being aware of safer working practices (See Safeguarding portfolio).

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- Sharing any concerns about a Headteacher with the Chair of Governors.

- Being aware of the schools Whistle Blowing procedures and where to obtain further information, advice, and support. See the Federation Policy - P7 Confidential Reporting (Whistle-blowing Policy).

- Sharing information and working together with agencies such as health and the police to provide children and young people with the help and support they need.

- Supporting pupils who have been abused in accordance with his/her Child Protection Plan.

- Children who go missing from school and or the classroom and particularly those where it is believed a child is leaving the country.

- Identifying children in their school who may be vulnerable to criminal and sexual exploitation; including trafficking and knowing about what action to take, referring into children's services and or the police.

- Recognising that Home Educated Children can be more vulnerable than other children and ensuring processes are followed when a child is likely to be removed from the roll.

- Recognising that looked After Children and care leavers are more vulnerable than other children, and ensuring their needs are acknowledged and met by working with the allocated Social worker on the Pathway Plan and transitions into Post 16.

- Children identified as SEND in the schools can be more vulnerable and may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation.

- When using reasonable force this is in line with national guidelines and considers individual pupil needs and risk management /care plans and about SEND.

- Identifying a young carer and ensure they are supported and signposted to organisations that can help them.

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

- Identifying a child may be privately fostered and they have a duty to notify Children's Services if it is thought or known they are ben privately fostered or their living arrangements appear ambiguous.

- Being aware of what is extremism in all its forms, including ideologies and race hate. Therefore, understanding their duties under prevent when in the school.

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- Recognising that children can abuse other children or their peers. That this may constitute sexual violence and/or harassment and is a child protection concern requiring action and reporting.

- Recognising emotional and mental health needs in children when children are struggling to seek advice and support including signposting to health agencies and organisations who can assist.

- Ensuring that their Child Protection training is up to date and undertaking refresher/updated training at least annually.

- The Senior Leadership Team/DSL in the school are mindful of national / local Serious Case Reviews, and serious incident reviews to help inform their practice and implement any lessons learnt for this school/setting. (See Safeguarding training portfolios).

We have provided a full list of staff appointed to the specific roles and responsibilities in safeguarding. These are listed in Appendix A.

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

Child Abuse

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

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

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

A full explanation of indicators is in Appendix B.

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

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

3.1 Domestic Abuse

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

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

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

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

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

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

This school recognises this process and that as a partner they can make a referral into MARAC, based on information provided to them by a child, parent/carer.

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

3.2 Emotional/Mental Health and Wellbeing

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

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

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

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

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

We will provide information and signposting services to children and parents. If Staff have an emotional or mental health concern about a child we will respond to the concern,

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inform, and discuss our concerns with parents/carers and seek ways to support the child in and out of school.

Our School will contact the local School Community Advisor for advice:

CAMHS North

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

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

CAMHS Rise
CAMHS North Urgent Care

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

The Federation will work with our partners to keep children safe when online.

We will ensure that we have information and processes to raise awareness of online safety and cyber security for all our staff, children, and parents, our aim is to have a whole school approach to online safety.

See S10 Online Safety Policy and S37, S37b Acceptable Use Policy for Staff and Pupils.

This will cover a range of online safety issues including:

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

Cyber Security is a growing Safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against Cyber threats and

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help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles.   We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.

See Policies S10, S37 and S37b (Online safety policy, IT security and acceptable use policy and acceptable use of IT for pupils)

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

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

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

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

We will use national and local guidance to help us:

Derby City & Derbyshire Thresholds Document

"Sexting in Schools & Colleges: Responding to incidents & safeguarding young people" UK Council for child internet safety,

The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools

The DfE Guidance, June 2019 on Teaching Online Safety in Schools

Gov Guidance Sharing nudes and semi nudes, Dec 2020

3.5 The Criminal Exploitation of Children:

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

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

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns and using dedicated mobile phone lines or "deal lines".

Cuckooing is a practice where people take over a person's home and use the property to facilitate exploitation. There are different types of cuckooing:

Using the property to deal, store or take drugs
Using the property to sex work
Taking over the property as a place for them to live
Taking over the property to financially abuse the tenant

The most common form of cuckooing is where drug dealers take over a person's home and use it to store or distribute drugs. Children living in these properties are at risk of neglect and other types of abuse.

3.6 The Sexual Exploitation of Children:

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

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

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

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

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

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

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

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

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

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

3.8 Prevent and Counter Terrorism

The School will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Head teacher and Chair of Governors will:
- Establish or use existing mechanisms for understanding the risk of extremism.
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty.
- Ensure all Staff (governors and volunteers) implement the duty.

The School/setting will ensure all staff, will adhere to their duties under Prevent, as detailed in the Prevent Duty Guidance 2015, (also Prevent Duty Guidance for schools) to have due regard to the need to prevent people from becoming drawn into terrorism. The Headteacher and Chair of Governors will:
- Establish or use existing mechanisms for assessing the risk of extremism and terrorism.
- Ensure staff understand the risk and build capabilities to deal with issues identified.
- Communicate the importance of the duty.
- Ensure all Staff understand their roles and responsibilities in prevent.

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- This School will respond to any concern about Prevent as a Safeguarding concern.
- We will seek to work in partnership with agencies undertaking risk assessments where appropriate and proportionate to risk.
- We will aim to build our children's resilience to radicalisation.
- Any indicators that the concern may be a prevent or of possible extremism. A referral will be made in all cases to the Derbyshire Police Prevent Team: Extremism and Prevent (derbyshire.gov.uk)

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

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

3.9 Peer on Peer abuse, Sexual Violence and Harassment

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

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

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

Peer on peer abuse can take various forms and includes: serious bullying / cyber-bullying, relationship abuse, domestic abuse, child sexual exploitation, 'sexting' / youth produced sexual imagery, youth and serious youth violence, gang related activity, harmful sexual behaviour, and / or sexual violence / harassment.

We recognise that peer on peer abuse is often gender based. it is more likely that girls will be victims and boys' perpetrators. However, both can experience peer on peer abuse but are likely to experience it differently.

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This school understands we need to equip all staff about identifying and handing disclosures, including third party disclosures from other peers.

All suspicions or incidents of will be treated seriously and as a safeguarding concern and responded to. In all cases this will require a discussion with the Designated Safeguarding Lead who will consider a referral into the Police and Children's Services.

This school may also apply sanctions and consider all features in every case to assist in decision making.

We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns.

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

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

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

This school/setting has a peer on peer abuse policy (Policy number S59).

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

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

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

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

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

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

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

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

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

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

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

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

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4. Safeguarding and the Curriculum

Relationship, Sex, Health Education (RSHE)

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

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

See Policy Number C12 – Sex and Relationships policy.

5. Safeguarding Processes and Procedures

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

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

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

All Staff working within the School should be alert to the potential need for Early Help for children, following the procedures identified for initiating Early Help using the local and current Safeguarding Partnership Threshold Document, and also consideration for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs.

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- Is a young carer.
- Is a privately fostered child.
- Has returned home to their family from care.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.
- Is showing signs of emotional/mental ill health.
- Is showing signs of displaying behaviour or views that are extreme.
- Is misusing drugs or alcohol themselves:
- Not attending school or are at risk of exclusion from school.
- Frequently going missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, exploitation, radicalised.
- Not in education, training, or employment after the age of 16 (NEET).

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

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

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

Early Help in Partnership of Dronfield Schools (PODS)

To support children and families when early help and intervention may be needed, the Partnership of Dronfield Schools have worked together to introduce a Family Support Practitioner into Pods. Based at Dronfield Henry Fanshawe School within their pastoral team, the role will be working predominantly with the Pods primary schools to support children and their families when they have emerging safeguarding needs.

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A referral into family support may lead to an Early Help Assessment (EHA) which they can support the family with. They may also take on a lead practitioner role within Team Around the Family (TAF) meetings, where necessary to ensure we are all working together for best outcomes for the child and their family.

The Family Support Practitioner will work to support the child and their family, continuing to review their needs. They may deem that an escalation into social care is necessary, alternatively a piece of work with the practitioner may be sufficient to meet the needs of the child and their family. In which case, once completed, the child will continue being supported by their school/other services, as they were before.

5.2 Needs of Children with a Social Worker

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

The Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

Where children need a social worker, we understand that this should inform decisions about safeguarding, with regard to attendance, missing, exclusions and we should work to actively promote their welfare, providing pastoral support and access to services and the Victual School.

5.3 Making a referral into children's services

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

If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately **prior to the child returning home and as soon as the school become aware of this.**

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

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

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

When a member of Staff has concerns for a child, and if the school are aware that the case is open to an Allocated Worker in locality, they will discuss their concerns with the Allocated Worker, or use the escalation process if contact is not successful.

This school will ensure the referrer has spoken to the family about their concerns and proposed actions unless to do so would place the child at significant risk (imminent danger because of a disclosure made).

Appendix D provides more information on making a referral.

6. Creating a Safe and Secure Environment:

- That the building; including its surroundings, access and exits are safe and is one where children can feel safe.

- That the building is always secure, and in any significant event we will use lockdown procedures.

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

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

- If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment checks and procedures, insurance, and staff suitability.

- We will have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record.

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- When our children attend offsite activities, we will check that effective Child Protection arrangements are in place. We will use Risk Assessment and Risk Management models to assist us to do this.

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

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

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

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

7. Safer Working Practices

This school will follow the requirements as described in the Statutory Guidance Keeping Children safe in Education, Sept, 2021, Part three and Part four.

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

- Recruitment and staffing.
- Records and record keeping of personnel who are working and have worked in the school/setting.
- Having a staff code of conduct, for when working in school and when out in the community and including when online. (See Policy S22 – Staff Code of Conduct)
- Managing allegations against staff, and volunteers.
- Using national and local procedures aimed to identify and prevent unsuitable adults from working with children, for example, referring to LADO - The Local Authority Lead Officer for managing allegations, the DBS service, national teacher standards, and Teaching Disciplinary Regulations, 2012 where relevant.
- We will co-operate and provide information in any enquiries from the LADO, police and/or children's social services.
- Using consultation with a school's human resources department or service.

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- Seeking employment legal advice and services where necessary.

We will operate a Single Central Record which will cover all Staff, including Governors, Volunteers, frequent Visitors, Students, Agency, and Supply, and in some cases, Contractors providing a service to the school. For Independent Schools, including Academies and Free Schools, this will also cover all members of the Proprietor body.

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

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

8. Recruitment, Staffing:

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

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

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

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

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The DBS are responsible for:

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

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

We will also ensure that we have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned. This is a legal duty, and includes Teaching Disciplinary Regulations, 2012.

8.1 Overseas checks

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

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

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

8.2 Supply/Agency Staff

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

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

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Where a concern is raised a member of the Senior Leadership Team/DSL will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. They will also keep track of any enquiry and investigation and keep records.

8.3 Students/Work Placements

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

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

If the student/teacher is over 18 years of age, we will seek a DBS check. If there are any concerns about this student, we will apply the Allegations against Professionals, volunteers, and carers criteria as an adult.

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

8.4 Contractors

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

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

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

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

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

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

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8.5 Regulated Activity

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

This may mean undertaking risk assessments on any activity.

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

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

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

We will ensure that the allegations threshold is considered, where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:
- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

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

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

In our considerations where it is felt it meets the criteria, we will make a referral in every case to the Local Authority Designated Lead (LADO), using the Derby and Derbyshire LADO Referral Form and that this is done by an appropriate member of the Senior Management Team.

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

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

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

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

Keeping Children Safe in Education statutory Guidance for schools/colleges

9.1 A low-level concern:

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

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

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

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

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

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10. Governors, Proprietors and School Governance

The Governing Body and Senior School Leadership Team will:

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

- Ensure we are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe In Derbyshire, for example CRE/CSE/Online safety/Peer on Peer abuse.

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

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

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

- That we and including all DSL's undertakes WRAP/Prevent training and keeps up to date thereafter.

- Ensure that we have a Senior Designated Safeguarding Lead, and a Deputy Designated Safeguarding lead appointed from the Senior Management Team. The number of DSL's needs to be sufficient in number depending upon the size and demands of the school.

- That the DSL's are fully equipped to undertake the Safeguarding role, including the Deputy in absence of the senior DSL and all DSL's have access to the appropriate training and with certified training every two years.

- Ensure there is Designated Safeguarding Lead is on the premises and available at all times during the school day and there is a contact for any school holiday activities on site; where this is not available or in exceptional circumstances, there is cover in place. The Leadership Team will ensure there is always cover and there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings, and residential visits.

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- Work towards having a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEN/D alongside other nominated leads in the School/College on these issues.

- Have an appointed teacher who is responsible for Looked after Children, and the additional roles as defined by the new DfE guidance.

- Work towards having an appointed lead in Mental Health and Wellbeing in the school

- Have procedures are in place in handling allegations against Staff, or Volunteers and any concerns staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO) where the threshold is met.

- Using quality assurance and audit to ensure there are robust Safer Recruitment procedures and a framework of checks in place, including tracking and monitoring of all staff (the Single Central Record)

- Ensure all staff and anyone who has contact with a child including Governors, volunteers and frequent visitors undertake an induction which includes knowledge regarding types of Child Abuse, specific Safeguarding issues and familiarisation with Child Protection responsibilities and Local Safeguarding Procedures. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the school policies and procedures.

- That all staff / anyone who has contact with a child including Governors and volunteers receive the appropriate training, which is regularly updated, and includes an annual whole school training event in Safeguarding.

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

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

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

- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.

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- That an overview of records and data used in the school/setting are discussed with the governing body to help identify patterns, trends, specific Safeguarding issues and that this is a regular activity of the leadership team/senior DSL.

10.1 Notifications

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

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

- We notify the allocated Social Worker, if there is an unexplained absence of a child who is the subject of a Child Protection Plan.

- We notify Children's Services if it is thought or known that a child may be Privately Fostered and will see advice from Children's Services on hosting families as they may come under this regulation.

- We notify the Local Authority and Children's Services if we have welfare concerns of a child is likely to be or is EHE.

- That we use the Police Prevent referral pathway to report concerns about extremism or views considered to be extreme.

- That we use the national systems in place to report any unsuitable adult to:
  - The DBS service,
  - National Barring and Disclosure Service
  - The Teacher Regulation Agency.

11. Record keeping

All concerns about a child will be recorded and records kept. This record will be a separate Child Protection/Welfare Record held on a separate file for each child. We will keep separate logs for each child if there is a bullying incident.

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

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

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We will follow the recommended GDPR guidelines and the Data Protection Act.

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

We will not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the school or connected to this school/setting.

12. Important Contacts

A list of important contacts is explained in Appendix E.

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13. Management of this Policy

The Governing Body/Proprietor/Trustee will:

- Ensure all Governors are aware of the Safeguarding arrangements in the school.
- Ensure all Governors are effective in the management of Safeguarding.
- Ensure all Staff including all other Governors and volunteers read and have access to this and all safeguarding policies.
- Display this policy on the Federation's website
- That is overseen to ensure its implementation
- Review its content on an annual basis and in line with any updates to the Keeping Children Safe in Education statutory guidance.

The Headteacher/Senior DSL will report annually on Safeguarding activity and progress within the School to the Governing Body.

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

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

Signed by:

Chair of Governors   Headteacher

Date: 5/10/21   Date: 5/10/21

Safeguarding link Governor

Date:

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Appendix A Roles and Responsibilities in Safeguarding

The Senior Designated Safeguarding Lead is: **Mr D Ratcliffe, Executive Headteacher**

The Deputy Designated Safeguarding Lead is: **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:
Mr D Ratcliffe, Executive Headteacher

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

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

The Designated Link Governor for Safeguarding is: **Mr P Dorward, Chair of Governors**

The Designated Link Governor for Anti- Bullying is: **Mr P Dorward, Chair of Governors**

The Designated link Governor for Looked after Children (Child in Care) is:
Mr P Dorward, Chair of Governors

Other Pastoral Members who take responsibility for safeguarding are:
Mr P Dorward, Chair of Governors

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Appendix B. Types of Child Abuse

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

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

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

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

- **Bullying** and forms of bullying on and off line including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse. See S1 Anti-bullying Policy and Procedures.

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Appendix C. Indicators of Child Abuse

Physical Abuse

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

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

The physical signs of abuse may include:

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

Changes in behaviour that can also indicate physical abuse:

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

Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being

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taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress.

Sexual Abuse

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

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

The physical signs of sexual abuse may include:

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

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Changes in behaviour which can also indicate sexual abuse include:

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

Neglect

It can be difficult to recognise Neglect, however its effects can be long term and damaging for children.

The physical signs of neglect may include:

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

Neglect may be indicated by changes in behaviour which may include:

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

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Appendix D. Making a referral:

Essential information to include when making a referral:

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

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

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.

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Making a Referral

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

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

*Practice Examples

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

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

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

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

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

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Level 4 - Specialist

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

Confidentiality

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

- Confidentiality.

- The gathering of evidence.

- Commitment or loyalty to relatives, friends, or colleagues.

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

Listening to the Child

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

- Clarify the concerns.

- Offer reassurance about how s/he will be kept safe.

- Explain that the information will be passed to Children's Social Care and/or the Police.

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

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

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

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

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

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

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

Parental Consultation

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

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

- Discussion would put a child at risk of Significant Harm.

- There is evidence to suggest that involving the parents / caregivers would impede the police investigation and / or Children and Families Services enquiry.

- Where there are concerns that a child may have been conceived as a result of an incestuous relationship or intra-familial sexual abuse.

- Complex (multiple or organized) abuse is suspected.

- Fabricated or induced illness is suspected.

- To contact parents / caregivers would place you or others at risk.

- Discussion would place one parent at risk of harm, for example. in cases of domestic abuse.

- It is not possible to contact parents / caregivers without causing undue delay in making the referral.

- Where there are concerns about a possible forced marriage or honor-based violence.

- An allegation is made that a child under 13 has been involved in penetrative sex or other intimate sexual activity.

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Appendix E. Important Contact Details

Derbyshire Call Derbyshire (Starting Point):   Tel: 01629 533190

24/7, 365 days per week Derbyshire contact and referral service for concerns that a child/adult over 18 is suffering or at risk of significant harm.

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

Starting Point Professionals Advice line Children   Tel: 01629 535353

Derby City First Contact Team   Tel: 01332 641172

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

When to contact the Police:

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

 Police Non-Emergencies: 101

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

Cyber Crime
www.saferderbyshire.gov.uk/cyberchoices

Prevent:
Making a Prevent referral Derby & Derbyshire

                    www.saferderbyshire.gov.uk/preventreferral

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

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

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

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and leaning relevant for schools/settings for 2019/20 can be found here:

Serious Case Reviews (ddscp.org.uk)

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

Annex

Schools who have EYFS children in Nursery or Reception Classes

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

Where to find the EYFS and safeguarding framework to include in your policy where relevant:

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

This becomes Law on the 1 Sept 2021.

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

This Guidance is from 1 Sept 2021.

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Education Child Protection/Safeguarding Template Policy

Addendum December 2020

Schools and Education Settings - The safeguarding arrangements for remote Learning and Summary of any key COVID-19 Mitigation Planning, safeguarding and child protection changes

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

Addendum approved by: Mr D Ratcliffe, Executive Headteacher

Name	Role	Date
Mr D Ratcliffe	Executive Headteacher	14th December 2020
Date addendum published by the setting and made available on the website		

Addendum review dates and changes

Review date	By whom	Summary of changes made	Date implemented
January 2021	Mr D Ratcliffe, Headteacher	Review agreed, Full Governing Body meeting, 9.2.21, minute no 12.34	9.2.21

Controlled upon completion

This addendum supports a Schools/College current child protection and safeguarding policy, 2020/21. It is part of a series of additional templates that have been issued in 2020 in line with COVID-19 mitigation planning and responses to safeguarding arrangements:

- April 2020, Addendum, Summary of any key COVID-19 Mitigation Planning, Safeguarding and Child Protection changes;
- June 2020, Annex A, The Safeguarding arrangements for the wider Opening of Education Settings to Children from June 1st.

This addendum is new information Schools/Colleges need to address to support the Safeguarding arrangements in their School/College to cover for example, recent guidance issued by the Government on Remote Learning and on Local Safeguarding Arrangements as the pandemic continues.

This Addendum also reflects any updated advice from Derby and Derbyshire Safeguarding Children Partnership and from Children's Social Care, Reporting Mechanisms, and updated and available support services.

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

All leaders and including Governors will ensure that they will also keep up to date with changing National and Local arrangements:

https://www.gov.uk/coronavirus

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

1. Vulnerable Children/reporting concerns

We will help identify vulnerable children and especially those children who continue not to be in school and use the available services, support and referring in arrangements, with particular reference to:

- The Derby and Derbyshire Safeguarding Children Partnership briefing on safeguarding children at a time of significant demand from September 2020: Appendix 1.

- Community Health Advisors (Mental Health and Wellbeing):

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

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- The locality Early Help Team (Derbyshire):
  Elise Grehan, Partnership of Dronfield Schools, tel: 01246 412372

High Peak & Dales	*01629 531232 (Glossop)*
	01629 533502 (Buxton)
North East & Bolsover	*01629 533623 or 01629 537398*
Chesterfield	*01629 533557*
Amber Valley	*01629 533640 or 01629 533212*
Erewash	*01629 537820 or 01629 531576*
South Derbyshire & Dales	*01629 532617*

- The Transition Team, emerging needs (Derbyshire) 01629 536451

2. Maintaining contact

- Our remote learning strategy that was in place immediately from the March lockdown was warmly received by our families. The flexible approach took into account the wide variety of home/life situation amongst our parent body and enabled the children to continue learning without creating unnecessary pressures on families.

- Penny Acres Primary School ran as our Federation Hub throughout the initial lockdown, providing high quality provision for our frontline parents. This continued to be staffed via my own staff despite a number of members self-isolating as a precautionary measure.

- Despite Derbyshire County Councils regulation putting pressure on small schools due to stipulations on social distancing measures, all eligible children returned to full time school on 1st June 2020.

- As we always do, we continue to meet individual needs as and when required. Our approach to a 'recovery curriculum' was to simply do what we always do at our schools, which is to meet the needs of every child when required. Our families and more importantly our children needed normality. They craved the normal routine of school, a normal curriculum approach, systems, routines and work. This approach was employed and we continue to see attendance figures higher than those seen at the same time last year, a clear indicator that the level of anxiety amongst our pupils.

- SEND support continues to be in place, including 1:1 support for two of our Wigley ASD pupils, one funded via GRIP and one via EHCP.

- Contact is made with all families working from home daily via email and phonecalls. Parents have been given the works email addresses of all members of teaching staff, making good use of this line of communication.

- Parents and pupils made good use of the access to staff emails and it was via this and video assemblies that work and efforts were continually celebrated throughout lockdown.

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- all children returned for the academic year. We have kept routines as close to normality as possible so that children see school as a safe place and parents are confident in our risk assessment and protocols.

- Some children visited school before the reopening with their parents to help alleviate their anxieties and worries about returning to school.

- Staff and I identified thorough correspondence with parents that what the children needed more than anything was sense of normality. The decision was taken to return to a recognised routine of school. This paid dividends with both the numbers returning to partial opening and the attendance data on full reopening which is higher than we would normally see at this time of year.

- Our children continue to voice their worries in the same ways that they always have, and staff are responding and acting as they usually would.

3. Designated Safeguarding Lead (and Deputy) Arrangements

DSL and Deputy arrangements continue to be arranged as per the Safeguarding Policy.

4. Children with a Social Worker

We expect that our vulnerable children who have a social worker and children with an EHCP will attend our school so long as they do not have underlying health conditions that put them at severe risk.

Where a parent/carer does not want to bring their child to an education setting, and their child is considered vulnerable, we will agree with the Social Worker who will explore the reasons for this directly with the parent and wherever possible encourage attendance. This will include children with EHCP plans and we will liaise with the SEND Team. Any discussions will be communicated to the Social Worker.

If we must close our provision and we have children attending with a Social Worker, we will liaise with other provision in our area to see if they are open and if the child/ren can attend. We will then update the Social Worker and use contingency arrangements for information sharing and recording whilst the child is in the alternative setting.

We will ensure where possible that we have joint discussions with the Social Worker around reasons for any non-attendance and the risk this poses to the safeguarding and welfare of the child. Through this discussion we can plan any next steps to try and ensure the welfare of the child.

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5. Home Educated Children

When parents/carers are considering Home Education and or have taken a decision to remove the child from our roll, we encourage an open line of communication and will arrange a discussion with the family. In doing this we will inform them of their legal duties and that they will be expected to provide a full-time suitable education. We will also explain that as part of the procedure for wanting to pursue Home Education, we will notify the Local Authority of their decision and the Local Authority will need to make further enquiries directly with them.

If this decision relates to COVID-19 and there are concerns about the physical or mental health of the child or other family member, we will try and continue to offer reassurances about the measures we have taken to protect their health and wellbeing.

The DfE has published advice for parents/carers considering Elective Home Education (EHE). It sets out clearly, the implications of withdrawing children from school for the purposes of home education. We will in our discussion with parents/carers hand out information and provide this link where the option of EHE is explored:

https://www.gov.uk/government/publications/elective-home-education

We will also provide additional information found here:
https://www.derbyshire.gov.uk/education/elective-home-education/elective-home-education.aspx

6. Remote Learning

This School/College is operating a mixture of In-School and Home Learning. If any of our children and their families need to self-isolate, for example, we will need to make provision to teach them remotely. In teaching face to face or in a virtual classroom it is important that we take steps to ensure children are protected.

Safeguarding and Child Protection remains as important in this environment as anywhere else, and our School/College will apply the School's Safeguarding Guidance to Remote Learning, just as they would to classroom working. Staff who become aware of any Child Protection concerns will continue to follow the school's/college's safeguarding procedures and the local Derby and Derbyshire Childrens Safeguarding Procedures.

When staff work remotely, we will ensure that the School's/College's Child Protection and Safeguarding Policy is adhered to, and the Managing Allegations Against Staff, Carers and Volunteers policy is followed.

Updated National Guidance provided by the DfE can be found on the following link:

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19#virtual-lessons-and-live-streaming

Controlled upon completion

Derbyshire County Council's 'Education Data Hub' has published advice for Schools/Colleges on remote learning, November 2020, which is available on the following page:

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

7. Monitoring Arrangements

This addendum will be reviewed and updated as Guidance from the Local Safeguarding Partners, other relevant agencies or DfE is received, and as a minimum 6-8 weeks by Mr D Ratcliffe, Executive Headteacher.

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

Derby and Derbyshire
Safeguarding Children Partnership

Appendix 1.

Final 27/09/20

Derby and Derbyshire Safeguarding Children Partnership
Safeguarding our Children at a Time of Significant Demand

What Do We Know?

Between March and September 2020, many children and young people were not seen in their day care or school settings. We know that the lived experiences of children, young people and their families throughout the lockdown period may have been very different to normal; greater contact with family members and household pressures such as employment, financial concerns, home schooling and health, potentially contributing to an increase in domestic abuse and other concerns such as parental mental health and substance abuse and family breakdown. Children and young people are also likely to have had increased access to the internet, prompting concerns about an increase in online abuse and exploitation.

As children and young people begin to return to day care or school settings there is an understandable anxiety that significant concerns may come to light about their experiences over the last six months, and there is a need to ensure that children and families are able to access the appropriate level of help for their needs.

The messages from the data we have collected and analysed are clear; demand on all services will increase and all services must identify how they will respond, both individually and in coordination with other agencies

Responding to Emerging Concerns – Essential Questions to Ask

Circumstances for children and young people can be complex. Key to decision making will be your analysis of what you know and whether any new information which has been shared by the child, young person or about them raises specific concerns about abuse or neglect.

➢ Have you reviewed the threshold document and clarified all the information available to you, from your records and from your work with other agencies, to decide how serious the situation is for the child or young person?

➢ In all possible cases, have you discussed your concerns with the designated or named safeguarding lead in your organisation? This is an essential chance to reflect on what has been learnt and whether early help may be needed, or the situation is so serious that urgent action is required.

➢ If the situation does not require a referral to social care, what other services are available which could provide early and appropriate support?

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> What action can/should you/your agency take which is appropriate to the identified needs of the child and family, by reference to the Threshold Guidance (e.g. Early Help, direct action from your agency or working alongside another agency).

You can also use the specific sections of the DDSCP Safeguarding Children Procedures to guide you through the process of making a referral.

Next Steps for Designated or Named Safeguarding Leads in all Agencies

Are you clear on:
* Your organisation's internal procedures for safeguarding children and young people? Do these meet the current situation and availability of support/advice services?

* Where to get help with Early Help assessments and what tools are available to inform your assessment (such as the Graded Care Profile)?

* Where to go for advice on supporting children and young people with specific issues such as concerns around mental health or exploitation?

* All the information available to you, from your records and from your work with other agencies and consideration of the threshold document? Have you reached a conclusion based on all this information to decide how serious the situation is, and that it meets the criteria for a referral?

Further information on numerous topics is available to help you on the DDSCP Website.

Useful Contacts: Children's Social Care

Area	Referrals/front door	Professional Advice
Derbyshire		01629 533190 (Starting Point)
Online referral		01629 535353 (8am – 6pm)
Derby		01332 641172 (First Response)
Online referral		07812 300329 (10am – 4pm)

Early Help:

Area	Telephone number
High Peak & Dales	01629 531232 (Glossop)
	01629 533502 (Buxton)
North East & Bolsover	01629 533623 or 01629 537398
Chesterfield	01629 533557
Amber Valley	01629 533640 or 01629 533212
Erewash	01629 537820 or 01629 531576
South Derbyshire & Dales	01629 532617

CAMHS	Telephone number
Chesterfield and North Derbyshire	01246 514412
High Peak and Derbyshire Dales	01298 72445
CAHMS Derby and South Derbyshire	0300 7900264

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	15th April 2020

Addendum review dates and changes

Review date	By whom	Summary of changes made	Date implemented

Addendum Contents

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): • 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 though 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 in 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