Burbage Primary School

Child Protection and Safeguarding Policy

2021-2022

Created Date	Review Period	School Coordinator	Nominated Governor	
August 2021	1 year	Catherine Leighton	Catherine Pamplin	
Review date	Reviewed by	Summary of changes made	Approved by	Date approved

Contents

1. Introduction and Context

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

At Burbage Primary School we want our pupils to grow up as confident, happy young people. We want our school to be a place where everyone feels safe, secure and supported. We want teaching to be effective and engaging, and learning to be enjoyable and fun. We want all our children, regardless of their background or ability, to reach their full potential and to be proud of their work and achievements. We want there to be clear communication between school and home, and for parents to feel fully involved. We value, and want to be valued by, our local community. We are dedicated to working together to achieve this vision for our school.

Burbage Primary School is larger than the average-sized primary school. The very large majority of pupils are from White British backgrounds. The proportion of pupils eligible for support from the pupil premium is below average. The proportion of disabled pupils and those who have special educational needs, is below average. The proportion of such pupils who have an Education, Health and Care Plan (EHCP) is below average.

1.2 Our Policy

Burbage 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.

We are a provider for children who are at the Early Years Foundation Stage (EYFS) and follow the EYFS welfare and safeguarding policies and procedures:

Source: Early Years Foundation Stage Statutory Framework (revised 2017) and Ofsted's Inspecting safeguarding in early years, education and skills settings (2016).

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. Key information regarding the December 2020 updates can be found here.

"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

Furthermore, we will follow the Procedures set out by the local Safeguarding Partnership .

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

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

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

1.3 Our Principles

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

- Safeguarding is everyone's responsibility: all staff should play their full part in keeping children safe.
- We will aim to protect children using national, local and school child protection procedures.
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by latest *Working Together* guidance.
- All staff have a clear understanding regarding abuse and neglect in all forms, including how to identify, respond to 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 - 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 as:
- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

This school will 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 Children 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. 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 a number of responsibilities:

- Listening to, and seeking out, the views, wishes and feelings of children; they 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 Designated Safeguarding Lead(s) (DSL) in the school.

Actions where there are concerns about a child
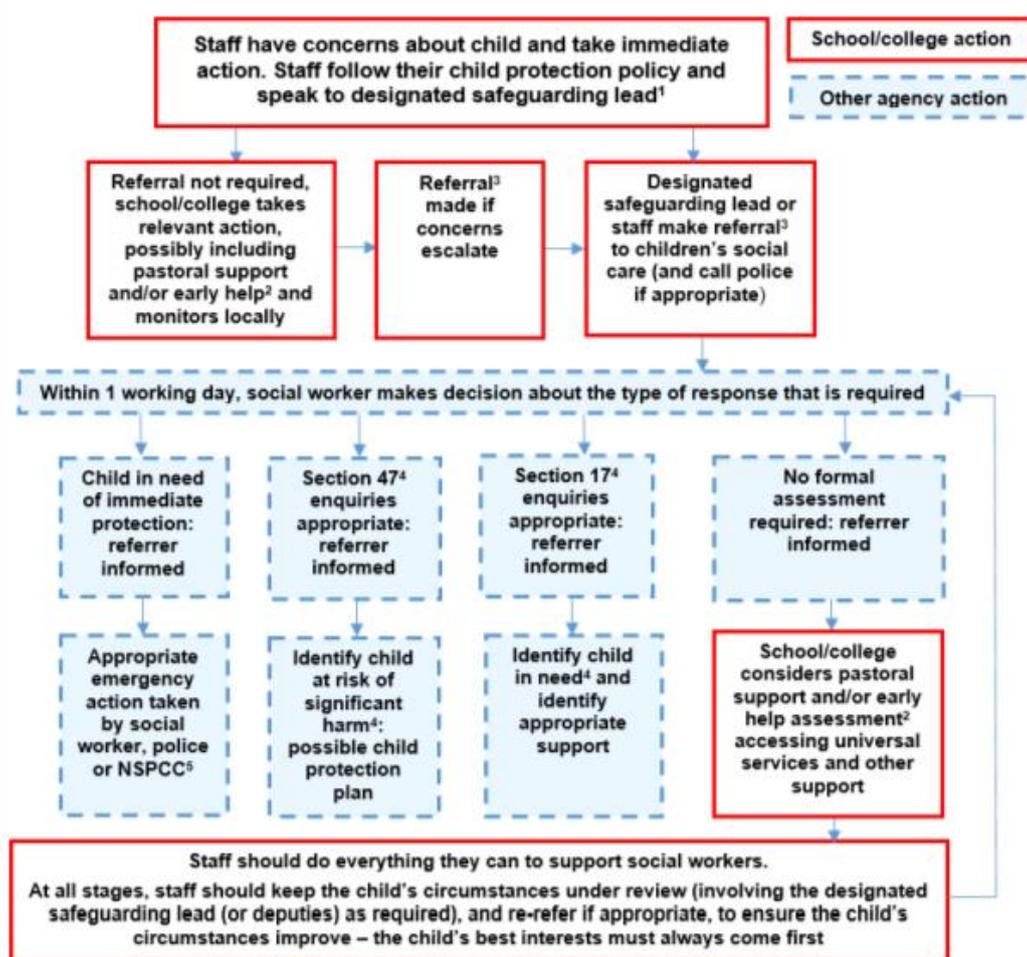
- Knowing who the school's DSL and Deputy DSL are and the relevant links for CIC (Child in Care / Looked After Children), SEN/D and Anti- Bullying, including who is the School's Link Governor for Child Protection and Safeguarding.

- Feeling able in this school to obtain feedback on all concerns reported to a DSL.

- Feeling able to use the school's and local safeguarding partnerships Escalation and Dissent policies.

- Being aware of the 'Allegations Against Professionals' LADO procedures and feeling confident in being to report concerns about other staff and the setting.

- Being aware of safer working practices. We have an online Safer Working Practices folder, containing a training PowerPoint and the Derbyshire Children's Safeguarding Board (DSCB) leaflet on Safer Working Practices; this information can also be found in the Resources Room and a paper copy provided if needed.

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

- Being aware of the schools Whistle Blowing procedures and where to obtain further information, advice, and support. 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.

- Being aware of children who go missing from school and / or the classroom (particularly those where it is believed a child is leaving the country) and taking appropriate action.

- Identifying children in their school who may be vulnerable to criminal and sexual exploitation (CSE); 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 (LAC) 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.

- Being aware that children identified as having SEND in the school can be more vulnerable and may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation.

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

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

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

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

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

In addition to the above responsibilities, the Senior Leadership Team (SLT)/DSL in the school are mindful of national / local Serious Case Reviews (SCR), and serious incident reviews to help inform their practice and implement any lessons learnt for this school. *(A summary of learning for schools is available in this policy, Appendix F).*

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)

3.1 Child Abuse

We acknowledge that there are four types of child abuse as defined in *'Working Together to Safeguard Children' (2018)* and are 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.

Burbage Primary 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. Where appropriate, these issues will be included in the curriculum:

- Bullying including cyber-bullying and cyber crime
- Children at risk of exploitation (CRE) including child sexual exploitation (CSE)
- 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

3.2 Domestic Abuse

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

Children living with domestic abuse in their home or who are caught up in incidents of domestic abuse, are victims and this can seriously harm children and young people. Some children are physically harmed as they can get caught up in the incident; some children are

witnesses to the abuse or hear the abuse. The impact on children living in a household where there is domestic abuse is likely to influence their development and social skills. We will treat any disclosure of information relating to domestic abuse as a safeguarding concern and we will follow local safeguarding procedures.

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

Burbage Primary School receives a notification (SDAT) to our safeguarding@ email address, from Derbyshire Police, where there has been an incident in a household involving a child at this school. We follow protocols, as provided by Derbyshire County Council, on how to respond and support the pupil whist in school and are able to escalate any safeguarding concerns into Children's Services. We may also use the *Domestic Abuse Notifications Flowchart* provided by Derbyshire Police to ensure that the correct procedures are followed.

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 kept 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 or carer.

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

3.3 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 (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

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

Undertaking a co-ordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and greater readiness to learn and 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 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, inform and discuss our concerns with parents/carers and seek ways to support the child both in and out of school.

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

CAMHS North

CAMHS South

Samantha Jones is our local contact. samantha.jones27@nhs.net

01298 72445   Mobile 07900 243 578

We 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 their own life, we will seek urgent advice from the urgent CAMHS services and/or seek medical intervention.

CAMHS Rise
CAMHS North Urgent Care

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

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

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

This will cover a range of online safety issues including the following:

- 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.

During the academic year of 2021-2022, our school will take part in the iVengers online safety programme designed to teach our children the knowledge and behaviours to make safer choices online.
We have begun to update our Computing Curriculum and are using the Education for a Connected World framework to do so.
We are also using the 360 Safe Online Safety Self Review Tool to support our ongoing review of our online safety policy and practice.

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

E-Safety Policy The policy can also be found in the Safeguarding Portfolio.
E-Safety Guide for Parents and Carers

3.5 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 that work 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/SLT 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

3.6 The Criminal Exploitation of Children

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

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

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

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

- Using the property to deal, store or take drugs
- Using the property for 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.

3.7 The Sexual Exploitation of Children

We will train all staff to recognise signs which may indicate sexual exploitation; 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 and/or 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. This will include a referral to the police and Children's Services.

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

The DSL regularly attends the High Peak and North Dales Locality Children's Partnership meetings and attends meetings with our Early Help Transition Team to seek advice and/or guidance about general practice and/or specific families. Work with other professionals, when linked to a specific family, is logged on CPOMS under the category of *Contact with external agency*.

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

This school knows about a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. We understand that 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 DSL/Deputy DSL within the school. The DSL will refer into Children's Services. This will also apply to suspicions of a child having been subject to threats 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 in all cases.

3.9 Prevent and Counter Terrorism

The school will ensure all staff, including Governors and volunteers, 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.
- 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 linked to Prevent or possible extremism, will result in a referral being 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 online in the school and actions taken relevant to the activity.

The school will record any concerns and these records will be treated as a child protection record; they will be stored in our online safeguarding system, CPOMS.

3.10 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 the following environments:

• Within their household (for example sibling abuse or violence towards parents/carers);
• Outside of the child's immediate household;
• In educational establishments or community settings
• Online/off-line or both

Peer-on-peer abuse can take various forms and includes the following: 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.

This school understands that we need to equip all staff with the skills of identifying and handling disclosures, including third party disclosures from other peers.

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

This school may also apply sanctions; we will consider all features in every case to assist in decision-making.

We understand that we, as a school, need to have clear mechanisms and procedures in place to identify and report incidents or concerns. Our folder *Sexual Violence and Harrassment* contains guidances and tools to enable us to identify harmful behaviours and to tackle any issues which may arise.

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 guidances to assist us:

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

This school has a Harmful Sexual Behaviours / Peer-on-peer Abuse Policy which can also be found in our Safeguarding Portfolio.

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. LCPs – local children's partnerships.
- Risk management plans for alleged abusers
- Victim support plans for alleged victims

We will work with partners such as 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 relevant support services.

We will listen to and consult with the child; we will work with the parents and, for the perpetrator and victim, consider 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.

3.11 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 of being involved in gang culture, where it is believed to be exploitive or harmful, this is a safeguarding concern and the safety and wellbeing of the child takes priority.

We will ensure that any suspicions of a child being linked to a gang, is reported by staff to the DSL. The DSL will consider whether a referral to the police and Children's Services are needed.

4 .Safeguarding and the Curriculum

4.1 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.

(Refer to here, any school/setting teaching of RSHE in the curriculum and in curriculum planning)

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.

(Refer to here, the use of any resources, programmes, organisations, and location of)

5. Safeguarding Processes and Procedures

Burbage Primary School will deliver its responsibilities for identifying and acting on emerging needs, Early Help, safeguarding and Child Protection 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. Staff should also be alert to the vulnerabilities of children who fall into one or more categories as identified below:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is a privately fostered child.
- Has returned home to their family from care.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- 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.
- Is not attending school or is at risk of exclusion from school.
- Frequently going missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, exploitation or radicalisation.
- Is not in education, training, or employment after the age of 16 (NEET).

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

The provision of Early Help Services forms 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 in the school, we can demonstrate that we have a framework and structures to support the work, including information sharing, procedures around step-up into Children's Services, robust recording and support to staff in Early Help activity.

Our Early Help Offer can be found on our website.
Our Burbage Early Help Pathway is available in our online Burbage Teaching Hub for staff, to support practice when providing Early Help; this document is also displayed in the Resources Room.

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/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm as well as becoming educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

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

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

5.3 Making a Referral into Children's Services

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

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

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

Where the DSL identifies a child in the school who requires child in need services under Section 17 of the Children's 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

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

- We will ensure 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 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*.* School's *Safeguarding at a Glance* document, evacuation procedures and Code of Conduct are displayed in the entrance.

- We have worked with children on a child-friendly document *Keeping Safe at Burbage,* which is displayed near the hall and has been shared with parents; the document identifies how we work to keep children safe and who they can seek support from in school.

- 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 the following areas:

- Recruitment and staffing.
- Records and record keeping of personnel who are working and have worked in the school.
- Having a Staff Code of Conduct, for when working in school and when out in the community, including when online. This document is shared with all new members of staff in our Induction folder and can be found in our Safeguarding Portfolio.
- 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 the Local Authority Designated Officer (LADO) for managing allegations, the DBS service, national teacher standards, and Teaching Disciplinary Regulations, 2012, where relevant.
- We will co-operate and provide information in any enquiries from the LADO, police and/or Children's Social Services.
- Using consultation with a school's human resources department or service.
- Seeking employment legal advice and services where necessary.

We will operate a Single Central Record (SCR) which will cover all staff, including Governors, volunteers, frequent visitors, students, agency, and supply staff, and in some cases, contractors providing a service to the school.

We will ensure that the SCR and supporting personnel files are regularly updated and reviewed to meet requirements. The record is checked at least termly by the school secretary and the DSL; the Safeguarding Governor is also involved in this process, discussing key changes during meetings and attending some meetings alongside the school secretary and DSL.

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 and Staffing

8.1 Safer Recruitment

As a school, we understand and comply with statutory requirements regarding recruitment of staff, including Governors and volunteers.

- 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 member of the SLT if there are gaps in references and / or any missing references.
- Provide risk assessments within the personnel record of any employee who is in post and 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 the following pieces of information:

- the identity of candidates.
- professional qualifications.
- the candidate's right to stay and work in the UK.
- confirmation that the candidate is not subject to a prohibition order issued by the Secretary of State
- references and ask for and follow up at least two references.
- reasons for gaps in employment.
- whether disqualification by association applies.

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

The DBS are responsible for supporting the safer recruitment process via a range of actions:
- 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 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.

8.2 Overseas checks

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

- 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 deem appropriate so that any relevant events that occurred outside the UK, can be considered.
- Where overseas checks are not available, we will aim to seek alternative methods of checking suitability and/or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

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

8.3 Supply/Agency Staff

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

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

Where a concern is raised, the DSL or a member of the SLT 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.

8.4 Students/Work Placements

We will induct all work experience and student teachers and supply them with a copy of our Child Protection and Safeguarding 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 they will be considered an adult. If the student on placement is under 18 years of age, we will seek a DBS in some circumstances; 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.

8.5 Contractors

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

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

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

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

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.

8.6 Regulated Activity

The SLT/DSL will need to be aware and have a clear understanding of what regulated activity is and implications for volunteers in this school. This may mean undertaking risk assessments on any activity.

We have a number of documents to ensure that appropriate procedures are followed for those undertaking regulated activity in school, as a volunteer or as an individual gaining work experience:

Risk Assessment for Visitors and Volunteers
Student Placement Procedures
External Contributors' and Speakers' Policy
Volunteers' Procedures
Work Experience Procedures

9. Dealing With Allegations Against Staff, Volunteers and Carers

9.1 Referrals and Thresholds

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 or agency staff, this will be referred to the Headteacher. Where there are concerns about the Headteacher, this will be referred to the Chair of Governors.

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

- Regardless of whether the school is where the alleged abuse took place.
- If allegations are made against a teacher who is no longer teaching.
- When historical allegations are made, of abuse taking place in the school.

In our considerations where it is felt the circumstances meet the criteria, a member of the SLT will make a referral in every case to the Local Authority Designated Lead (LADO), using the Derby and Derbyshire LADO Referral Form.

Derbyshire's LADO Flowchart
Managing Allegations Leaflet for Managers

[Allegations Leaflet for Subjects](#)

The above documents can also be found on display in the Resources Room.

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 refer to guidance 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 support or may have been abused by someone else where this is the case, a referral to Children's Social Care 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](#)

9.2 Low-level concern

Allegations/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 all staff aware of this in line with our Staff Code of Conduct, guidances around safer working practices and promoting safe cultures in schools.

10. Governors and School Governance

10.1 Responsibilities

The Governing Body and Senior 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 employed 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.

- Ensure that we and all DSLs undertakes WRAP/Prevent training and keep up-to-date thereafter.

- Ensure that we have a Senior DSL, and a Deputy DSL appointed from the SLT. The number of DSLs needs to be sufficient in number depending upon the size and demands of the school.

- Ensure that the DSLs are fully equipped to undertake the safeguarding role, including the Deputy in absence of the senior DSL, and that all DSLs have access to the appropriate training, with certified training every two years.

- Ensure there is a DSL 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: members of the SLT have undertaken training from Derbyshire County Council to be an Enhanced School Safeguarding Representative. The SLT 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.

- Ensure that we have a nominated link Governor for Children in Care (CiC) or Looked After Children (LAC) and SEND, alongside other nominated leads in the school, on these issues.

- Have an appointed teacher who is responsible for LAC, 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 in place for handling allegations against staff, or volunteers and ensure any concerns that staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO), where the threshold is met.

- Use 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 alongside knowledge about school's policies and procedures.

- Ensure 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.

- Ensure 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.

- Ensure that all child protection records are kept centrally, kept up to date, are secure and reviewed annually.

- Ensure that an overview of records and data used in the school, are discussed with the governing body to help identify patterns, trends and specific safeguarding issues and that this is a regular activity of the SLT/DSL.

10.2 Notifications

The Governing Body/Senior Leadership Team will also ensure that we do the following:

- Notify the local authority of a child missing from education (CME) and within the timescales set out by the local authority.

- Notify the allocated social worker if there is an unexplained absence of a child who is the subject of a Child Protection Plan.

- 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.

- Notify the local authority and Children's Services if we have welfare concerns of a child is likely to be or is electively home-educated (EHE).

- Use the police Prevent referral pathway to report concerns about extremism or views considered to be extreme. Prevent pathways, risk indicator checklist and referral form can be found in the Prevent folder within the DSL's online files.

- 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 on our online recording system, CPOMS; we will also keep logs relating to allegations of bullying and confirmed cases of bullying. Each concern will be clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer and other staff involved, as appropriate. Records will be held as private and confidential but access will be allowed to key staff who are designated in a role to safeguard children at the school.

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

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

12. Important Contacts

A list of important contacts is explained in Appendix E.

13. Management Of This Policy

The Governing Body holds the following responsibilities:

- Ensuring that all governors are aware of the safeguarding arrangements in the school.
- Ensuring all governors are effective in the management of safeguarding.
- Ensuring all staff, including volunteers and all other governors, read and have access to this and all other safeguarding policies.
- Displaying this policy on the school's website.
- Overseeing this policy to ensure its implementation.
- Reviewing the content of this policy 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, once per term, on safeguarding activity and progress within the school, to the Governing Body.

The DSL and/or the Deputy DSL will complete the S175 Safeguarding Audit prior to an action plan, which is used to monitor and report on safeguarding activity and progress.

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

Signed by:

Chair of Governors   Headteacher

Date: Date:

Safeguarding Link Governor

Date:

Appendix A: Roles and Responsibilities in Safeguarding

The Senior Designated Safeguarding Lead is: **Catherine Leighton**

The Deputy Designated Safeguarding Lead is: **Anthony Tierney**

The Enhanced Safeguarding Representatives are: **Sally Bailey**
                                                     Tom Newton
                                                     Lorna Peters
                                                     Helen Thompson

The appointed teacher for Looked After Children/Virtual School:
Catherine Leighton

The appointed teacher for SEND: **Helen Thompson**

The designated lead for Anti- Bullying: **Sally Bailey**

The Designated Link Governor for Safeguarding is: **Catherine Pamplin**

The Designated Link Governor for Anti- Bullying is: **Catherine Pamplin**

The Designated link Governor for Looked After Children (Child in Care) is:
Catherine Pamplin

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. Our Anti-bullying Policy can be found here.

Appendix C: Indicators of Child Abuse

Physical Abuse

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

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

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

Changes in behaviour that can also indicate physical abuse:

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

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

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

Changes in behaviour which can indicate emotional abuse include:

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

Sexual Abuse

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

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

The physical signs of sexual abuse may include:

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

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people

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

Neglect

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

The physical signs of neglect may include:

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

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

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

Appendix D: 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.

We will refer to the flowchart as provided in Keeping Children Safe in Education (2021), Part 1, page 23, when deciding whether a referral is needed. We will also seek advice from the Starting Point Professionals' Advice Line where needed.

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

Making a Referral

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

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

*Practice Examples

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

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

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

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

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

Level 4 - Specialist

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

Confidentiality

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

- Confidentiality.

- The gathering of evidence.

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

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

Listening to the Child

If the child makes an allegation or discloses information which raises concern about significant harm, the initial response should be limited to listening carefully to what the child says in order to achieve the following:

- 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.

Though important to gather as much information as possible, the child must not be pressed for information, led, cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice police investigations, especially in cases of sexual abuse.

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

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

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

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

Parental Consultation

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

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

- Discussion would put a child at risk of significant harm.

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

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

- Complex (multiple or organised) abuse is suspected.

- Fabricated or induced illness is suspected.

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

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

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

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

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

Appendix E: Important Contact Details

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

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

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

Starting Point Professionals Advice Line Children   Tel: 01629 535353

Derby City First Contact Team   Tel: 01332 641172

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

When to contact the police:

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

 Police Non-Emergencies: 101

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

Cyber Crime
www.saferderbyshire.gov.uk/cyberchoices

Prevent:
Making a Prevent referral Derby & Derbyshire

                     www.saferderbyshire.gov.uk/preventreferral

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

Appendix F: Learning from Serious 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 1st 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 1st Sept 2021.