



The Ecclesbourne School

“Learning together for the future”

CHILD PROTECTION AND SAFEGUARDING POLICY

September 2019

1. Definitions, Principles and Aims

1.1 Definitions

Our school is committed to safeguarding and promoting the welfare of all its students. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children (everyone under the age of 18) from maltreatment;
- Preventing impairment of children’s health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. We believe that all staff and visitors have an important role to play in safeguarding children.

1.2 Principles

We believe:

- All children have the *right* to be protected from harm as defined by Article 3 in the UN Declaration on the Rights of the Child;
- Children need to be safe and to feel safe in school in order to grow, learn and develop;
- Schools can contribute to the promotion of children’s welfare and the prevention of harm;
- Children need support which matches their individual needs, including those who may have experienced abuse;
- In a multi-agency approach and therefore work in partnership with other agencies in promoting Safeguarding arrangements as set out by Working Together to Safeguard Children 2018;
- In a child centred approach where students are able to express clearly their wishes, feelings and views.

1.3 Overall Aims

This policy will contribute to the *prevention of harm* by:

- Clarifying standards of behaviour for staff and students;
- Introducing appropriate work within the curriculum;
- Developing staff awareness of the causes of harm;
- Encouraging students and parental participation in practice and
- Addressing concerns at the earliest possible stage.

This policy will contribute to the protection of our students by:

- Including appropriate work within the curriculum;
- Implementing child protection procedures and
- Working in partnership with students, parents and other agencies.

This policy will contribute to supporting our students by:

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- Identifying individual needs where possible and
- Designing plans to meet needs.

2. References

2.1 The Ecclesbourne School will fulfil local and national responsibilities as laid out in the following documents and this Policy should be read in conjunction with them:-

- Keeping Children Safe in Education (DfE September 2019);
- Working Together to Safeguard Children (July 2018);
- The Procedures of Derbyshire Safeguarding Children Board (2018);
- What to do if worried a child is being abused (DfE 2015)
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children (DfE 2018)
- The Children Act 1989;
- The Children Act 2004
- The Education Act 2002 & 2006 s175 / s157 and
- Dealing with Allegations of Abuse (DfE 2012)
- The Prevent Duty Departmental advice for schools and Child Care Provider (June 2015)

3. Responsibilities

3.1 Shared Responsibility for Safeguarding;

The safety and wellbeing of our children must always be at the heart of everything we do. **Therefore, all adults in our school (staff, volunteers and Governors) are responsible for protecting the welfare of every child.** If an adult has a concern about a child, then they must act. To say nothing is to do nothing. We will always strive to work together, and do the basic things as well as possible. We will always aim to put the child first and make sure their voice is heard. From there we will always follow our procedures methodically and will ensure that dialogue and relationship building are central to securing the best academic and personal outcomes for our students.

3.2 Staff & Governors With Key Safeguarding Responsibilities:

- Head Teacher: James McNamara (jmcnamara@ecclesbourne.derbyshire.sch.uk)
- Chair of Governors: Richard Lindop (rlindop@ecclesbourne.derbyshire.sch.uk)
- Clarissa Ourabi Designated Lead for Safeguarding, Looked After Children and Anti-Bullying: Deputy Head Teacher (courabi@ecclesbourne.derbyshire.sch.uk)
- Deputy Designated Lead: Petra Owen-Moore (powen@ecclesbourne.derbyshire.sch.uk)
- Deputy Designated Lead: Simon Carnwell (scarnwell@ecclesbourne.derbyshire.sch.uk)
- Designated Link Governor for Safeguarding, S Baines (sbaines@ecclesbourne.derbyshire.sch.uk)
- Head of Year 7: Jake Poplawski (jpoplawski@ecclesbourne.derbyshire.sch.uk)
- Head of Year 8: Lynne Bailey (lbailey@ecclesbourne.derbyshire.sch.uk)
- Head of Year 9: Dan Ingram (digram@ecclesbourne.derbyshire.sch.uk)
- Head of Year 10: Hannah Weller (hweller@ecclesbourne.derbyshire.sch.uk)
- Head of Year 11: Mark Sellers (msellers@ecclesbourne.derbyshire.sch.uk)
- Head of Year 12: Zoe Farina (zfarina@ecclesbourne.derbyshire.sch.uk)
- Head of Year 13: Jack Cuthbert (jcuthbert@ecclesbourne.derbyshire.sch.uk)
- Head of Lower School Petra Owen-Moore (powen@ecclesbourne.derbyshire.sch.uk)
- Head of Upper School: Clarissa Ourabi (courabi@ecclesbourne.derbyshire.sch.uk)
- Head of Sixth Form Simon Carnwell (scarnwell@ecclesbourne.derbyshire.sch.uk)

3.3 Responsibilities: Key Staff

The **Designated Safeguarding Lead**, - Deputy Head Teacher, is responsible for management oversight and accountability for Safeguarding compliance and for coordinating all Safeguarding children activity.

The Designated Lead is also responsible for ensuring the School carries out an annual audit of its Child Protection and Safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) and sending a copy to the Derbyshire Local Authority Safeguarding Team: Online form to Debbie Peacock Child Protection Manager (Schools/Education) or e-mail a paper copy to Business support Ruth Hunter. ruth.hunter@derbysire.gov.uk

The **Designated Safeguarding Lead** is responsible for commissioning training and induction so that staff, Governors and Volunteers have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. All staff and Governors are to complete Hays Online Safeguarding Training. The Designated Lead is responsible for ensuring training and induction makes clear the process for handling allegations against staff and that staff, Governors and volunteers are encouraged to feel confident about reporting safeguarding concerns in the knowledge they will be handled swiftly and securely, according to the procedures set out in this policy and accompanying documentation.

The **Governing Body** will oversee the policy, ensure its implementation and review its content on an annual basis.

The **Head Teacher** will report on Safeguarding to the Governing Body annually and will report any significant Safeguarding issues to the Chair of the Governing Body and local authority as appropriate in year.

Heads of Year: The Designated Lead for Safeguarding may delegate responsibility for regular case monitoring reviews of vulnerable children. These reviews are evidenced in the notes recorded during the Lower School, Upper School and Sixth Form Head of Year meetings and PLT meetings.

Where a member of staff, volunteer or Governor has reason to believe a student has, or is likely to be harmed, this should be reported to the Designated Lead for Safeguarding who may work with the Head of School and the Head of Year, and will decide what steps should be taken, including referring the matter to the Children's Services for the area where the child lives, and will record this decision in the confidential notes and on My Concern.

3.4 Individual Staff, Volunteer and Governor Responsibilities

Understand and abide by the provisions of this policy and the document Guidance for Safer Working Practices (2019) and refer as needed to the related documents set out in section 2. The Ecclesbourne School Whistleblowing Policy 2019 should also be referred to.

- Be alert to the signs of abuse and neglect and refer any concerns to the Safeguarding Designate Lead, Clarissa Ourabi.
- Ensure Child Protection & Safeguarding training is up-to-date, and taking place at recommended intervals. This should be at least annually.
- If staff, including volunteers, have concerns they should raise these with the Designated Safeguarding Lead(s) and they will usually decide next steps, (however anyone in a School **can** make a referral). If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback. There is a Derby City and Derbyshire Safeguarding Children Board's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed-(Whistle Blowing 2019). www.derbyshirescb.org.uk

3.5 Responsibility and Process for Child Protection & Safeguarding Records

Child protection (which refers to a subset of Safeguarding Children practice, namely, abuse and neglect resulting in or likely to result in, significant harm which is attributable to the child's parenting) and other safeguarding information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Lead for Safeguarding believes their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, and when.

The Designated Lead for Safeguarding is responsible for ensuring that Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files but the Safeguarding Register, which lists all children for whom concerns have been raised, should enable sibling relationships to be identified. Files will be kept for at least the period during which the child is attending the school, and beyond that until their 25th birthday in line with current data legislation.

Access to these records by staff, other than by the Designated Lead for Safeguarding, will be restricted to the designated key staff listed above, to include the relevant Head of Year, the Head Teacher and the Designated Governors.

The School will record:

- Information about the child: name (including previous names), address, D.O.B, those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from the School, any court orders, if a child has been subject to a Child Protection Plan;
- Key contacts in other agencies including GP details;
- Any disclosures/accounts from child or others, including parents/carers (and keep original notes);
- All concerns, discussions, decisions, actions taken (dated, timed and signed) and arrangements for monitoring/reviewing.

All records should be objective and include:

- Statements, facts and observable things (what was seen/heard);
- Diagram indicating position, size, colour of any injuries (photographs if appropriate);
- Words child uses (not translated into 'proper' words);
- Non-verbal behaviours.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file on an electronic piece of software 'My Concern'. This will be only accessible to the Head Teacher, Designated Safeguarding Lead and The Deputy Designated Safeguarding Leads. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for the attention of the Designated Senior Person with Responsibility for Child Protection'. The School will retain all original copies of child protection files until the child's 25th birthday.

School will monitor:

- Injuries/marks;
- Attendance;
- Changes, e.g. mood/academic functioning;
- Relationships;
- Language;
- Behaviour;
- Demeanour and appearance;
- Statements and comments;

- Medicals;
- Stories, 'news', drawings;
- Parental behaviours/care of child.

Parents/carers will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

The School will not disclose to a parent any information held on a child if, in the judgment of the Designated Lead, this would put the child at risk of significant harm.

The Designated Safeguarding Lead, having accepted the terms and conditions of the DCC Safeguarding Board's Case Management System, will be responsible for accessing the DCC Safeguarding Data Book.

If a student leaves The Ecclesbourne School, child protection records will be forwarded on to the Designated Lead at the new school, with due regard to their confidential nature. We will forward the child protection records to their new destination in their entirety and will ensure receipt is confirmed. We will archive electronic notes and destroy hard copies once receipt is confirmed. Contact between The Ecclesbourne School and the receiving school may be necessary. We will record on SIMS, using the transfer of student file protocol, where and to whom the records have been passed and the date. We will adhere to current guidance from the Data Commissioner and seek legal advice as appropriate in respect of forwarding files abroad.

If sending by post, student records will be sent by "Special/Recorded Delivery". For audit purposes a note of all student records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

When a Designated Lead or other key nominated staff (see 3.2 above) resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances when a face to face handover is unfeasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

4. Role of the Governing Body

4.1 The Governing Body delegates operational responsibility for Child Protection and Safeguarding to the Head Teacher and the Strategic Leadership Team and is responsible for the scrutiny and oversight of safeguarding practices through annual and in-year reports from the Designated Lead and Head Teacher.

4.2 The **Nominated Governor for Safeguarding at The Ecclesbourne School is Stephen Baines**. The Nominated Governor is responsible for liaising with the Head Teacher and Designated Lead for Safeguarding, Clarissa Ourabi, over all matters regarding the safeguarding of students. **The role is strategic rather than operational – the post-holder will not be involved in concerns about individual students.**

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4.3 The Designated Lead will liaise with the Nominated Governor and the Head Teacher to produce reports for the Governors at least annually, and will also report to the local authority on request, for example via the S175 audit process, focusing on the impact of the policy.

4.4 The Designated Lead will ensure access to appropriate training so that all Governors are up to date with emerging issues in safeguarding and know about strategies employed by the Local Authority to keep children safe In Derbyshire.

4.5 The Governing Body will ensure that the School:

- Has and follows a Safeguarding Policy in accordance with the procedures of Derbyshire Safeguarding Children Board and DfE Statutory Guidance 'Keeping Children Safe in Education September 2018'
- Operates, "safer recruitment" procedures;
- Have procedures in line with statutory guidance;
- Has a Safeguarding Designated Lead(s) for Child Protection, they are sufficient in number depending upon the size and demands of the school, are fully equipped to do the job and that they have access to appropriate training that is regularly refreshed (at least very two years) to help them keep up to date;
- Ensures that the Head Teacher and all other staff who work with children undertake induction and training, which will be appropriate to their roles and in line with advice issued by the Derbyshire Safeguarding Children Board (all staff and Governors are to complete Hays Online Safeguarding Training Module);
- Ensures that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children and their responsibilities;
- Remedies any deficiencies or weaknesses brought to its attention without delay and has procedures for dealing with allegations of the abuse of students against staff/volunteers and notifying the LADO as appropriate;
- The curriculum includes sufficient provision for teaching children about safeguarding;
- Maintains an e-Safety Policy equipped to deal with online bullying and internet/social media safeguarding concerns;
- Makes all staff aware of the Whistle Blowing Policy;
- Makes the Child Protection/Safeguarding Policy available to parents and carers as appropriate including displaying on the school's website;
- Notifies the Children's Social Care department if:
- There is an unexplained absence of a student who is the subject of a Child Protection Plan; **OR** If it is thought or known that a child or young person may be privately fostered;
- Uses the Local Authority case referral pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or social care;
- Keeps Child Protection records up to date, secure and reviewed annually;
- The Governing Body will review the Child Protection and Safeguarding Policy/procedures annually (in July).

4.6 The Chair of the Governing Body is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher or member of the Governing Body.

5. Types of Abuse

5.1 Children who may require early help

All staff (Governors and Visitors) working within the school should be alert to the potential need for early help for children. They should follow the procedures identified for initiating early help

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using the local and current Safeguarding Partnership Threshold Document and also give consideration for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- 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 and/or domestic violence;
- Is showing early signs of abuse and/or neglect;
- Is showing signs of displaying behaviour or views that are considered to be extreme;
- Is mis-using alcohol or drugs themselves;
- Not attending school or 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;
- Not in education, training or employment after the age of 16 (NEET);
- Is homeless or is at risk of homelessness.

These children are more vulnerable; therefore, The Ecclesbourne School will identify who our most vulnerable students are, ensuring all staff and volunteers know the processes to secure advice, help and support where needed.

5.2. Definitions of Child Abuse

The **Designated Lead** is responsible for ensuring that staff, volunteers and governors receive training (including Hays Online Safeguarding Training) so that they can recognise signs of abuse and neglect.

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is defined in the 'Keeping Children Safe in Education Statutory Guidance 2019' as:

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

Emotional Abuse - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including prejudiced based and 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. **[Please also refer to the Anti-Bullying Policy 2018]**

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse

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is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:

- Provide adequate food, clothing and shelter;
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.
- Respond to a child's basic emotional needs.

5.3 Specific Safeguarding Issues Requiring Referral to Specialist Support

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on the list of specific safeguarding issues set out here. The Designated Lead for Safeguarding will ensure advice and support are sought as appropriate.

- Child Sexual Exploitation (CSE) as defined by Working Together 2018 (DfE)
- Children at risk of criminal exploitation (CRE) as defined by local safeguarding partnership procedures
- Domestic Violence
- Drugs
- Fabricated or induced illness;
- Faith abuse
- Female Genital Mutilation (FGM);
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Mental Health
- Peer on peer abuse (including sexual abuse and harassment)
- Private Fostering
- Radicalisation
- Sexting
- Students returning home after a period of time in care
- Teenage Relationship abuse
- Trafficking

Schools and Colleges can access broad government guidance on the issues listed above via the <https://www.gov.uk/government/organisations/department-for-education>. The Ecclesbourne School will also access broad government guidance, local procedures, strategies and tools through the Derbyshire Safeguarding Children Board.

6. Signs of Abuse and Neglect

6.1 Physical Abuse

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

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental

injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body;
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh;
- Cigarette burns;
- Human bite marks;
- Broken bones;
- Scalds, with upward splash marks;
- Multiple burns with a clearly demarcated edge.
- Changes in behaviour that can also indicate physical abuse:
- Fear of parents being approached for an explanation;
- Aggressive behaviour or severe temper outbursts;
- Flinching when approached or touched;
- Reluctance to get changed, for example in hot weather;
- Depression;
- Withdrawn behaviour;
- Running away from home.

6.2 Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

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

6.3 Sexual 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.

6.4 Neglect

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

The physical signs of neglect may include:

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

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

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

7. Specific Safeguarding Issues

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

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

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

7.2 Female Genital Mutilation (FGM)

There is a mandatory reporting duty 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. Where staff have cause to believe a child has been subjected to or is at risk of being subjected to FGM they must report their concern to the Designated Lead for Safeguarding who will be responsible for ensuring the matter is referred to the police and acted on in the best interests of the child.

Signs of FGM may include

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

7.3 Prevent Duty

The Ecclesbourne School 2020 Vision and Aims requires all those who form part of the School community to feel valued and value others and appreciate the world at large. The curriculum including the Personal Development and Citizenship provision and assembly programme are founded on fundamental British values of tolerance, democratic freedoms and the rule of law. The Head of PDC is responsible for auditing the curriculum PDC and pastoral provision to map delivery. All staff are issued with copies of the Prevent Duty (2015) document and receive training and induction designed to enable them to identify those at risk of radicalisation and extremism. The SLT and Governors encourage a culture of vigilance rather than compliance. The school will make referrals to Channel where the risk is identified and the student may need de radicalisation.

7.4 Child Sexual Exploitation; CSE & Children at Risk of Exploitation; CRE (Child Protection)

We recognise this is relevant to both boys and girls

Risk factors may include:

- Going missing or staying out unusually late
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Overly secretive
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Association with/in gangs
- Unexplained injuries
- Carrying weapons
- Access to or carrying unusual number of mobile phones

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

7.5 Allegations of abuse against other children/Peer on Peer abuse

We recognise that some children abuse other children or their peers; therefore, the reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms

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and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents through positive teaching and strong pastoral care.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. This may include a referral to the police and social care. The Ecclesbourne School will consider and may apply the disciplinary procedure as outlined in our Behaviour Policy. We will offer support to a victim including referral to external agencies if applicable.

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

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

We will pay adherence to the guidance- Sexual Violence and Sexual Harassment in Schools/Colleges between children (December 2017) and have a strategy in the school/college to identify, report and respond to any issues/incidents raised.

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

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

We will refer to:

Derby City & Derbyshire Thresholds Document

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

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

7.7 The criminal exploitation of children: County Lines

Signs which may indicate criminal exploitation:

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

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

7.8 Carrying knives/offensive Weapons & Gang Culture

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

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

8. What to do if you have child protection or safeguarding concern

- 8.1** The Teacher Standards 2012 state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- 8.2** All school and college staff have a responsibility to provide a safe environment in which children can learn. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- 8.3** In addition to working with the **Designated Safeguarding Lead** staff members should be aware that they may be asked to support social workers to take decisions about individual children.
- 8.4** All staff members should be aware of systems within the school which support safeguarding and be conversant with the Child Protection & Safeguarding policy and Staff Code of Conduct and know the Designated Safeguarding Lead, Clarissa Ourabi. These systems and policies will be explained as part of staff induction.
- 8.5** All staff members will receive appropriate child protection training which is regularly updated.
- 8.6** All school staff members (including volunteers) should be aware of the signs of abuse and neglect set out in this policy so that they are able to identify cases of children who may be in need of help or protection.
- 8.7** Staff members, working with children, are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- 8.8** Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to children's social care.
- 8.9** A child going missing from an education setting is a potential indicator of abuse or neglect. School and staff members should inform the child's Head of Year or the Designated Safeguarding Lead directly if they are concerned about a child's absence.

8.10 If staff members have concerns about a child they should raise these with the Designated Safeguarding Lead. This also includes situations of abuse which may involve staff members. The Safeguarding Lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Childrens Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator, General Practitioner (GP), family support worker, and/or health visitor.

8.11 ***If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care without delay. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.***

8.12 It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

8.13 Staff Will Immediately Report:

- Any suspicion that a child is injured, marked or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, writing or acts);
- Any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse or neglect;
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of abuse from any person;
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

8.14 Responding to Disclosure

Disclosures or information may be received from students, parents/carers or other members of the public. The School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Try to ensure that the person disclosing does not have to speak to another member of the School's staff;

- Try to keep questions to a minimum and of an 'open' nature e.g. 'can you tell me what happened?' rather than 'did X hit you?';
- Try not to show signs of shock, horror or surprise;
- Not express feelings or judgements regarding any person alleged to have harmed the child;
- Explain sensitively to the child that they have a responsibility to refer the information to the Designated Safeguarding Lead.;
- Reassure and support the child as far as possible;
- Explain what will happen next and that the child will be involved as appropriate.

8.15 Action by the Designated Safeguarding Lead (or other senior person in their absence)

Following any information raising concern, the Designated Safeguarding Lead will consider:

- Any urgent medical needs of the child;
- Making an enquiry to the Central Database (formerly the Child Protection Register);
- Discussing the matter with other agencies involved with the family;
- Consulting with appropriate persons e.g. Police, Social Care etc.;
- The child's wishes.

Then decide:

- Wherever possible, to talk to parents/carers, unless to do so may place a child at risk of significant harm, impede any Police investigation and/or place the member of staff or others at risk;
- Whether to make a child protection referral to Social Care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage;
- If further monitoring is necessary;
- If it would be appropriate to undertake an Early Help referral and/or make a referral for other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care will be accompanied by a standard Referral Form.

8.16 Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- Make regular contact with Social Services;
- Contribute to the Strategy Discussion and Initial Assessment;
- Provide a report for, attend and contribute to any subsequent Child Protection Conference;
- If the child or children have a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences;
- Share all reports with parents prior to the meetings;
- Where a child is having a Child Protection Plan moves from the School or goes missing, immediately inform the key worker in Social Services.

9.1 Early Help assessments:

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

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

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

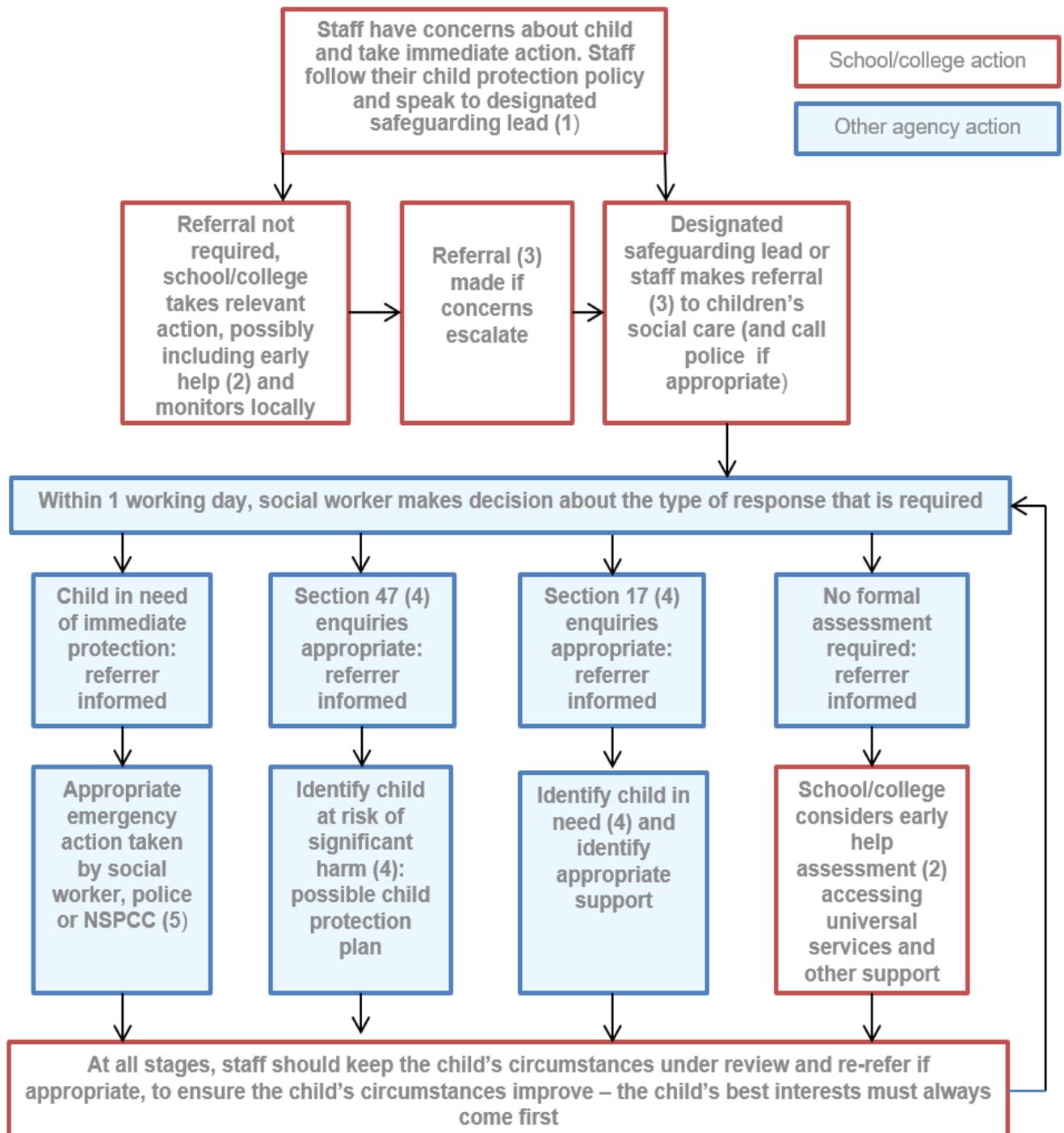
The provision of Early Help Services should form part of a continuum of help and support to respond to the different levels of need of individual children and their families.

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

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

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

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

9. Safeguarding Processes and Procedures:

Review Date: September 2020

Reviewer: CLO

9.2 Referral to Children's Social Care

Where safeguarding concerns are identified, e.g. a child having an injury or has made a disclosure of sexual abuse, safeguarding procedures should be followed. A telephone referral should be made to Starting Point Derbyshire's first point of contact for children and younger adults for referral into Children's Social Care. This is a Monday to Friday, 8am to 6pm service. Telephone 01629 533190 - (24/7 service available via Call Derbyshire) where you will be advised to follow your referral with an electronic form made available on www.derbyshire.gov.uk/startingpoint.

If the child has been the subject of an Early Help Assessment then a copy, together with a copy of the Multi- Disciplinary Plan, should be attached to the written confirmation. If the professional does not have a copy, reference to the completed Early Help Assessment should be made in the written confirmation. Details within the reference should include: who undertook the Assessment, and their contact details if known.

When a member of Staff, Volunteer Parent, Practitioner, or another person has concerns for a child, and if the school are aware that the case is open to the Multi-Agency Team the Designated Safeguarding Lead will liaise with the Allocated Worker or their manager to request escalation to Children's Social Care. If the child does not at that time have a lead professional or allocated Social Worker the Designated Lead will contact Starting Point.

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

Essential information for making a referral includes:

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

Other information that may be helpful:

- 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 Initial Assessments completed;

Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.

10. Creating a safe environment:

- The School will ensure that staff, including volunteers, are competent to carry out their responsibilities for safeguarding and promoting the welfare of children by creating an environment and an ethos whereby all staff including volunteers feel able to raise concerns.
- The School pays full regard to DfE guidance 'Keeping Children Safe in Education' 2019. We ensure that all appropriate measures are applied in relation to everyone who works in the School who is likely to be perceived by the students as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice has been fully encompassed in the Recruitment Policy and its procedures. Safer recruitment practice includes scrutinising applications, verifying identity and qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking rigorous selection procedures and Disclosure and Barring Service (DBS) checks.
- The School has undertaken Child Safeguarding training for all staff and updates this training at least every 3 years to ensure that staff are safe and aware of behaviours which should be avoided. In addition, the Trust's Staff Code of Conduct outlines acceptable and unacceptable behaviour towards children and young people. A summary of this is also provided in the Staff Safeguarding Induction Pack prior to taking up employment.
- Safe working practice ensures that students are safe and that all staff:
 - Are responsible for their own action and behaviours and know how to avoid any conduct which could lead any reasonable person to question their motivation or intentions;
 - Work in an open and transparent way;
 - Discuss and/or take advice from the Key Designated Staff over any incident which may give rise to concern;
 - Record any incidents or decisions made in relation to a child or young person;
 - Apply the same professional standards regardless of gender or sexuality;
 - Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- The School shares a purpose with parents/carers to keep children safe from harm and to have their welfare promoted. All new parents/carers are made aware of the arrangements for child protection and safeguarding and the location of the policy on the school website as part of the induction process on joining the School. We are committed to working positively, openly and honestly with parents/carers. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so to protect a child. The School will share with parents/carers any concerns we may have about their child unless to do so may place the child at risk of harm. The School follows Local DCC Safeguarding Children Board (LSCB) procedures when dealing with any matters of a child protection nature. The School will endeavour to discuss all concerns with parents/carers about their children. However, there may be exceptional circumstances when the School will discuss concerns with Social Care and/or the police without parental knowledge (in accordance with DCC LSCB Child Protection Procedures). The School will, of course, always aim to maintain a positive relationship with all parents/carers. The School's Child Protection & Safeguarding Policy is available to all parents/carers upon request.
- The School is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of School, their right to be listened to and heard and what steps can be taken to protect them from harm. PDC lesson materials are used to help students learn how to keep safe. Information is made available to students, including NSPCC and

ChildLine. The School's arrangements for consulting with and listening to students are via tutor groups, peer support and mentoring schemes, teaching and associate staff and Student Voice. We make students aware of these arrangements via tutor time, assemblies, posters, letters, lessons and the PDC programme, including drop down days.

- Through the curriculum, pastoral provision and PDC programme the School fosters a culture based on a strong sense of community and clearly understood shared values set out in the '2020 Vision and Aims'. Central to this is the importance of feeling valued and valuing others so that students understand their responsibilities to each other and feel safe.
- The School will endeavour to create a culture of vigilance around safeguarding and encourage all staff and volunteers to listen to children.
- Attendance registers are taken twice a day and recorded electronically. The Attendance Support Officer is responsible for monitoring absence and sending first day SMS alerts when students are marked absent. Students attending provision off site are registered and the Head of School is responsible for ensuring the School is informed of absence promptly. Arrangements for School visits and field trips require copies of registers and arrangements for safeguarding the students to be provided to the Deputy Head Learning Services as part of the Risk Assessment process.
- The SLT and Governing Body will keep under review the development and management of the School site and facilities so that the buildings, including their surroundings, are safe and access is controlled.
- All visitors to the School will be registered and badged and all adults in the school will wear identification badges.
- The SLT and Governing Body will undertake to keep parents/carers informed about in Safeguarding provision and policy using home school communication, the school website and information evenings.
- Where we undertake exchange visits including host families then we have a system in place to ensure the suitability of adults in the host homes. This includes DBS checks on all adults over the age of 18 and liaising with the DSL to assess the suitability of the family.
- We recognise that where our school places a student in an alternative provision then we are responsible for the safeguarding of the student and will check and review those arrangements to reassure ourselves of those safeguarding arrangements and that of the health, safety and wellbeing of the student. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangements.

11. Safer Recruitment

- 11.1** The Ecclesbourne School will ensure that Safer Recruitment practices are followed and that the requirements outlined in 'Keeping Children Safe in Education' (DFE March 2018) are met.
- 11.2** The School will seek to prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff, governors and volunteers.
- 11.3** The Safeguarding Assistant will carry out Disclosure and Barring Service (DBS) checks on all staff, Governors and volunteers.
- 11.4** If a person in regulated activity has been dismissed or removed due to Safeguarding concerns, we are fully aware of the Schools Safeguarding Responsibilities as per KCSIE 2019.
- 11.5** The Safeguarding Assistant is responsible for (where relevant) checking the identity of a person being considered for appointment and their right to stay in the UK.
- 11.6** The Safeguarding Assistant will, where appropriate, undertake overseas checks if a staff member being employed has returned from a period of employment from abroad.

- 11.7** The Ecclesbourne School will keep a Single Central Record of all Staff who work in the School/College, all others who work in regular contact with children including Volunteers. The Designated Safeguarding Lead alongside the Safeguarding Assistant will maintain the Single Central Record and report on it to the SLT annually.
- 11.8** The HR Manager will ensure that there is at least one person on any appointment panel who has undertaken Safer Recruitment Training. (Training chosen at School's discretion providing it covers the 'Keeping Children Safer in Education Guidance'). Panels will work with the Safeguarding Assistant to check the identity of candidates, make overseas checks where relevant and follow up references with referees and scrutinise applications for gaps in employment. We will ensure that Safeguarding considerations are at the centre of each stage of the recruitment process and if in any doubt will seek further advice.
- 11.9** The Safeguarding Assistant is responsible for ensuring volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction.
- 11.10** Staff responsible for community use and hire of School premises will complete a Risk Assessment for the Deputy Head Learning Services to include provision for safeguarding of children who may on site.
- 11.11** The Designated Lead is responsible for drafting a Staff Code of Conduct, and ensuring all staff and volunteers are familiar with the document 'Safer Working Practices'.
- 11.12** During an interview process we will have at least two safeguarding questions

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

The Ecclesbourne School will adhere to the procedures set out in Section 4 of "Keeping Children Safe in Education" (2019) and in 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff), this can be found via the following link: www.derbyshirescb.org.uk

The Designated Safeguarding Lead will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO).

Useful Contacts

Starting Point:

Tel: 01629 533 190

Fax: 01629 585 669

Out of hours Call Derbyshire (Children's /Young Peoples and Adult Social Care)

Tel: 01629 533190

Fax: 01629 585669

Police Central Referral Unit

Butterley Hall
Ripley
Derbyshire
DE5 3RS

Tel: 0300 122 8719

Fax: 01773 572074

NSPCC - National Helpline

0808 800 5000

Childline

0800 11 11

Prevent

Child Protection Manager Schools/Educational Settings Derbyshire- Debbie Peacock
01629 531079 Debbie.peacock@derbyshire.gov.uk

DCC Child Protection/ Safeguarding Team – 01629 532178

Derbyshire Police 101- can route non urgent referrals through to the PREVENT Team
Children's Social Care (single point of Contact- Starting Point) - 01629 5319930

Seamus Carroll is the lead officer for Prevent at Derbyshire County Council
seamus.carroll@derbyshire.gov.uk Telephone 01629 538494 or 07771 980107