



The Ecclesbourne School

"Learning together for the future"

CHILD PROTECTION AND SAFEGUARDING POLICY

September 2021

1. Definitions, Principles and Aims

1.1 Definitions

Our school is committed to safeguarding and promoting the welfare of all its children. This is defined for the purpose of the 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.

1.2 Principles

We believe:

- 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.
- 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.
- School 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 2020;
- In a child centred approach where students can clearly express their wishes, feelings and views.
- That all staff should have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This includes knowledge of the process of allegations against professionals. Staff, should feel confident that they can report all safeguarding concerns in the school where the information will be dealt with swiftly, appropriately and securely, following correct procedures and always maintaining the safety and wellbeing of the children involved.

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:

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- 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:

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

2. Statutory Guidance

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 2021);
- Working Together to Safeguard Children (December 2020);
- What to do if worried a child is being abused (DfE 2015)
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children (DfE July 2018)
- The Children Act 1989 and 2004
- The Education Act 2002 & 2006 s175 and s157
- Dealing with Allegations of Abuse (DfE 2012)
- The Prevent Duty Departmental advice for schools and Child Care Provider (June 2015)
- Sexual Violence and Harassment between children in schools and colleges (September 2021)
- The Role of the designated teacher for looked after and previously looked after children (Feb 2018)

3. Responsibilities

3.1 Shared Responsibility for Safeguarding;

We at The Ecclesbourne believe that 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)
- Deputy Head and Designated Lead for Safeguarding, Looked After Children and Anti-Bullying, Clarissa Ourabi (courabi@ecclesbourne.derbyshire.sch.uk)
- Safeguarding Assistant: Emma Williams (ewilliams@ecclesbourne.derbyshire.sch.uk)
- Head of Lower School and Deputy Designated Lead: Petra Owen-Moore (powen@ecclesbourne.derbyshire.sch.uk)
- Head of Sixth Form and Deputy Designated Lead: Simon Carnwell (scarnwell@ecclesbourne.derbyshire.sch.uk)
- Assistant Head and Deputy Designated Lead: David Duncker-Brown (ddunckerbrown@ecclesbourne.derbyshire.sch.uk)
- Designated Link Governor for Safeguarding: Stephen Baines (sbaines@ecclesbourne.derbyshire.sch.uk)
- Head of Year 7: Sally Smyth (ssmyth@ecclesbourne.derbyshire.sch.uk)
- Head of Year 8: Dan Ingram (dingram@ecclesbourne.derbyshire.sch.uk)
- Head of Year 9: Jake Poplawski (jpoplawski@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)

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- Head of Year 13: Penny Bamber (pbamber@ecclesbourne.derbyshire.sch.uk)
- Pastoral Support Worker: Louise Monk (lmonk@ecclesbourne.derbyshire.sch.uk)

3.3 Responsibilities: Key Staff

The Designated Safeguarding Lead, - is responsible for;

- Management oversight and accountability for Safeguarding compliance and for coordinating all safeguarding activity.
- Carrying 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.
- Commissioning or leading 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.
- Ensuring all staff and Governors are to complete Hays Online Safeguarding Training.
- Ensuring staff are clear in the process for handling allegations against staff and that staff,
- Making sure Staff, Governors and volunteers are feel confident about reporting safeguarding concerns in the knowledge they will be handled swiftly, appropriately and securely, according to the procedures set out in this policy and accompanying documentation.
- Update the

The Governing Body and SLT

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 DSL and Headteacher. The nominated Safeguarding Governor is responsible for liaising with the Headteacher and Designated Safeguarding Lead, over all matters relating to Safeguarding. Below are the areas that are reported to the Governing Body.

- will oversee the policy, ensure its implementation and review its content on an annual basis.
- 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 being used by the Local Authority in trying to keep children safe in Derbyshire and Derby, for example, CRE/CSE/Online safety/Peer on Peer abuse.
- Ensure that we have enhanced DBS and any other checks that may be required (Section 128)
- Have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority and Partner Agencies.
- Ensure we undertake annual Safeguarding Training as part of whole school training.
- That all DSLs undertake WRAP/Prevent training and keep this training up to date thereafter.
- Ensure that we have a Senior Designated Safeguarding Lead and a Deputy Designated Safeguarding lead appointed from the Strategic Leadership Team. We currently have a Designated Safeguarding Lead and three deputies to ensure adequate coverage for any circumstance,
- Ensure 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 appropriate training and with certified training every two years.
- Ensure there is a Designated Safeguarding Lead on the premises, and available, at all times during the school day and that there is a contact for any school holiday activities.
- Have a nominated link Governor for CIC (Children in Care/Looked after Children) and SEN/D alongside other nominated leads in the school on these issues.
- Have an appointed teacher who is responsible for Looked after Children and the additional roles as defined by the new DfE guidance.
- Have an appointed lead in Mental Health and Wellbeing in the school.

- Have procedures in place in handling allegations against staff, or volunteers and any concerns staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO) where the threshold is met.
- Using quality assurance and audit to ensure there are robust Safer Recruitment procedures and a framework of checks in place, including tracking and monitoring of all staff (the Single Central Record)
- Ensure all staff and anyone who has contact with a child, including Governors, volunteers and frequent visitors, undertake an induction which includes knowledge regarding types of Child Abuse, specific safeguarding issues and familiarisation with Child Protection responsibilities and Local Safeguarding Procedures. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare and knowledge about our policies and procedures.
- That all staff and anyone who has contact with a child, including Governors and volunteers, receive the appropriate training, which is regularly updated, and includes an annual whole school training event in Safeguarding.
- Ensure all staff who have any contact with children are aware of the GDPR 2018 regulations. That they share information about a child where there are safeguarding concerns and they do not use GDPR as a reason for not sharing that information.
- That in the curriculum children are taught about Safeguarding, including Online Safety, through a number of teaching and learning opportunities.
- Monitor that Sex, Relationship and Healthy Relationship teaching is embedded in the curriculum and staff are trained and equipped to deliver this content.
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- That an overview of records and data used in the school are discussed with the governing body to help identify patterns, trends, specific safeguarding issues and that this is a regular activity of the Strategic Leadership Team and senior DSL.

The Governing Body and Strategic Leadership Team will also ensure that;

- We notify the Local Authority of a Child Missing from Education within the timescales set out by the Local Authority
- We notify the allocated Social Worker, if there is an unexplained absence of a child who is the subject of a Child Protection Plan.
- We notify Children's Services if it is thought or known that a child may be Privately Fostered and will seek advice from Children's Services on hosting families as they may come under this regulation.
- We notify the Local Authority and Children's Services if we have welfare concerns of a child who is likely to be or is Electively Home Educated (EHE).
- That we use the Police Prevent referral pathway to report concerns about extremism or views considered to be extreme.
- That we use the national systems in place to report any unsuitable adult to:
 1. The DBS service;
 2. National Barring and Disclosure Service;
 3. The Teacher Regulation Agency/Or if not a member of teaching staff any other relevant body.

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, during the 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 PLT meetings and updated onto My Concern.

3.4 Staff and Volunteer Responsibilities

- Understand and abide by the provisions of this policy and the document Guidance for Safer Working Practices (2020) and refer as needed to the related documents set out in section two.
- Be aware of The Ecclesbourne School Whistleblowing Policy (2020) and how it supports safeguarding within school
- Be alert to the signs of abuse and neglect and refer any concerns to the Designated Safeguarding Lead, Clarissa Ourabi.
- Know who the Designated Safeguarding Lead is and also the lead for Anti-Bullying, SEND and Children looked after/Previously looked after.
- Be aware of the schools safeguarding practices including the whistleblowing policy.
- Ensure Child Protection & Safeguarding training is up-to-date and taking place at recommended intervals. This should be at least annually.
- Listening to and seeking out, the views, wishes and feelings of children and can demonstrate this in their practice.
- Being aware of the 'Allegations against Professionals' LADO procedures and feeling confident about raising concerns about other staff and the setting.
- 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 2020). www.derbyshirescb.org.uk
- Identifying children in their setting who may be vulnerable to criminal and sexual exploitation; including trafficking and knowing what action to take, including referring into children's services and or the police.
- Recognising that children can abuse other children or their peers. That this abuse may constitute sexual violence and/or harassment, and so, is a child protection concern requiring action and reporting.

3.5 Responsibilities and Processes for Child Protection records

All concerns about a child will be recorded and records kept in line with GDPR regulations. Each concern will be clearly recorded with all decisions, actions taken and feedback to the referrer recorded. 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. The school uses approved safeguarding recording software 'My Concern' to securely record information. The software is only accessible to the Head Teacher, Designated Safeguarding Lead and The Deputy Designated Safeguarding Leads. Individual records 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.

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

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

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 and if a child has been subject to a Child Protection Plan;

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- 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 the child uses (not translated into 'proper' words);
- Non-verbal behaviours.

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 Safeguarding Lead, this would put the child at risk of significant harm. If a student leaves The Ecclesbourne School, child protection records will be forwarded on to the Designated Safeguarding 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 retain hard copies of any paper files and electronic notes and will securely archive them. Contact between The Ecclesbourne School and the receiving school may be necessary. We will record on an excel document, using the transfer of student file protocol, where and to whom the records have been passed and the date transferred. 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 the Designated Safeguarding Lead or other key nominated staff resign 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.Types of abuse

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2020) and 'Keeping Children Safe in Education Statutory Guidance 2021' 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 2021]

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

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

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

4.1 Signs of 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.

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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

All staff and volunteers should be aware that individuals (which include 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 seen in the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. Therefore, it is important 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.

5. Other Safeguarding issues that may require referral to specialist support

- Bullying including Cyberbullying and cybercrime.
- Child Sexual Exploitation (CSE) as defined by Working Together 2020 (DfE).
- Children at risk of criminal exploitation (CRE) as defined by local safeguarding partnership procedures.
- Compromised parenting, particularly in relation to babies and very young children.
- Domestic Violence and teenage relationship abuse.
- Drugs.
- Fabricated or induced illness.
- Faith abuse.
- Female Genital Mutilation (FGM).
- Forced Marriage.
- Gangs, Youth Violence and trafficking.
- Gender based violence/Violence against women and girls (VAWG).
- Hate including: race hate, discrimination, including LGBTQ+.
- Mental Health.
- Missing children from education and home.
- Online abuse/sexting/harassment.
- Peer on peer abuse (including sexual abuse and harassment).
- Private Fostering.
- Radicalisation.
- Breast Ironing.
- Sexting.

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- Students returning home after a period of time in care.
- Substance and alcohol abuse.
- 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.

5.1 Detailed explanation on some specific safeguarding concerns

5.1 Children at Risk of Exploitation; CRE

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

Criminal exploitation is child abuse where children under 18 and older or where 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; 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 or weapons;
- 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.

Potential signs of CRE

- Persistently going from school or home and/ or been found out of area;
- Unexplained absence of money, clothes or mobile phones
- Excessive receipt of texts/phone calls

5.2 Child Sexual Exploitation

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

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

It can occur online, and many young people can be persuaded or forced to have sexual conversations by text or online, to 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 to have sexual activities performed on them, in return for gifts, drugs, money or affection.

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

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

We recognise CSE 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;
- Repeated concerns about sexual health;
- Decline in emotional wellbeing;
- Association with/being 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 Designated Safeguarding Lead.

5.3 Forced Marriage/Honour Based Violence and Female Genital Mutilation

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

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

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

Potential signs of FGM

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.

Where staff are concerned that a child has gone missing for a period of time and that they may have left the country or be out to leave the country for a potential forced marriage then they must inform the Designated Safeguarding Lead immediately. The DSL will then liaise with the social services to protect and safeguard the child.

5.4 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 instances of these behaviours seen or reported.

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

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

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

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

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

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

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

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

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

We will use the following national and local guidance 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 peer-on-peer abuse policy that is renewed every year. This is located in the staff handbook and on the school website.

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

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

We will work with partners, for example, the Police, Health, Children's Services, and Youth Offending to help keep the child safe and feel protected. We will seek advice for the child and signpost them to services.

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

All staff will receive an awareness and understanding of 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.

5.5 Serious Violence/Carrying Knives/Offensive Weapons & Gang Culture

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

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

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

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

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

5.6 Domestic Violence

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.

The Ecclesbourne School receives a notification (SDAT) from Derbyshire Police where there has been an incident in a household involving a student at the school. We have agreed processes on how to respond and support the student

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whilst in school and are able to escalate any Safeguarding concerns into Children's Social Care services using the local Derby and Derbyshire Safeguarding Procedures.

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 living in the family home, the victim will be seen at high risk of serious harm/homicide. However, children that witness violence in the family home will need support also. A Multi-Agency response is essential in ensuring that victims and their families are as safe as possible. This school recognises this process and that, as a partner, they can make a referral into MARAC, based on information provided to them by a child, parent/carer:

5.7 Emotional/Mental Health and Wellbeing

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

We acknowledge many children will have periods of feeling anxious, afraid and upset and can develop phobias. However, some children will experience this more frequently. Whilst also some students will have the resilience to be able to deal with their issues.

Undertaking a coordinated and evidence-informed approach to mental health and wellbeing will lead to improvements in students. This, in turn, will lead to a greater readiness to learn, improved attendance, attention, behaviour and attainment.

Petra Owen-Moore has been appointed as Senior Mental Health Lead to develop the knowledge and skills needed to implement an effective whole school approach to mental health and wellbeing relevant to our setting.

Over 20 of our staff have become Mental Health First Aiders and are able to signpost students and staff to mental health support as, and when, needed. We also have student mental Health Ambassadors from Years 7-13. These students have been trained to lead other students within the year group. Mental Health has a high priority within our school and we are always looking at the best ways to support our students.

If Staff have a mental health concern about a child, they must report this to either the Designated Safeguarding Lead or one of the Deputies. We will deal with this concern with the upmost importance, liaise with parents/carers and then look at putting a support package in place. This will include signposting to relevant organisations.

Our School/setting will contact the local School Community Advisor for advice when needed;

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

We will use this website to help us signpost Staff and families:

<https://derbyandderbyshireemotionalhealthandwellbeing.uk/>

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

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<https://www.derbyshirehealthcareft.nhs.uk/services/childrens-mental-health-services-camhs-derby-and-southern-derbyshire/im-professional/camhs-rise>
<https://www.camhsnorthderbyshire.nhs.uk/urgent-care>

Only appropriately trained professionals should attempt to make a diagnosis of a mental health concern. However, this school will provide information and signposting services to children and parents and assist with the teaching of emotional health and wellbeing to children in our curriculum.

5.8 Online Safety and Cyber Security (including remote/blended learning)

The Ecclesbourne School will work with our partners to keep children safe when online. This includes Local Authority/ external bodies filtering systems

We will ensure that we have the 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.

Staff and pupils will be made aware of online safety issues and concerns through training and the curriculum, this will be delivered via ICT lessons, assemblies, the PDC program and external providers when needed.

This covers a range of online safety issues, including;

- online fraud and scams,
- copycat websites,
- phishing e-mails,
- identity theft,
- cyberbullying/trolling,
- cyberstalking,
- online grooming,
- online radicalisation,
- offensive/illegal content,
- child sexual exploitation and young produced sexual imagery (sexting),
- using social media platforms.

Cyber security is a growing safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against cyber threats and help keep staff and students safe, particularly when using remote learning platforms and remote teaching platforms/delivery styles. We are working with Derbyshire Education Hub, Derbyshire Audit Services and/or the Derbyshire Constabulary Cyber Protect Officer to maximise our cyber security procedures. We will use the recommended national and local guidelines for staff and students who may need to work remotely.

The local authority has provided additional information and guidelines which we have taken into account. Please also refer to our Online Safety Policy September 2021.

5.9 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 which 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/Strategic Leadership Team will seek advice from the police and will consider a referral into Children's Services.

We will use national and local guidance to help us. This includes:

- 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.

6. Prevent and Counter Terrorism

The School will Ensure all Staff (governors and volunteers) implement the duty. The School/setting will ensure all staff, will adhere to their duties under Prevent, as detailed in the Prevent Duty Guidance 2015, (also Prevent Duty Guidance for schools) to have due regard to the need to prevent people from becoming drawn into terrorism. The Headteacher and Chair of Governors will;

- Communicate the importance of the duty.
- Ensure all staff understand their roles and responsibilities in Prevent.
- Establish or use existing mechanisms for understanding the risk of extremism.
- Ensure staff understand the risk and build capabilities to deal with issues arising.
- Establish or use existing mechanisms for assessing the risk of extremism and terrorism.
- 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.
- We will ensure we have a culture of vigilance and raise any concerns that we have as quickly as possible.
- We will create a culture where students feel supported and valued in and can come to a member of staff if they have concerns
- Any indicators that the concern may be a prevent or of possible extremism. A referral will be made in all cases to the Derbyshire Police Prevent Team: Extremism and Prevent (derbyshire.gov.uk)

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

The school will record any concerns, and these records will be treated as a child Protection Record, storing them on My Concern.

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

- 7.1 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.
- 7.2 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.

- 7.3 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.
- 7.4 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.
- 7.5 All staff members will receive appropriate child protection training which is regularly updated.
- 7.6 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.
- 7.7 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.
- 7.8 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.
- 7.9 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.
- 7.10 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.
- 7.11 *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.*
- 7.12 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.
- 7.13 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).

7.14 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 they 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.
- Where the disclosure could result in a criminal investigation or a police matter, we have to be cautious that we do not investigate ourselves as this could prejudice any outcome. In these matters we have to take our lead from the investigatory body.

7.15 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.

7.16 Making a Referral

Before any referral is made to, for example, Starting Point we need to be clear that it meets the threshold for a referral. Using the threshold documents will help to guide you and all decisions should be taken in conjunction with the designated safeguarding lead. An explanation of the thresholds is below;

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.

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 lives in Derby, then we will contact Derby Social Care.

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. Again, we work between Derbyshire and Derby dependent upon when the child resides.

7.17 Needs of Children with a Social Worker

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

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

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

7.18 Referring to Children's social care where a situation has escalated

When a member of staff, volunteer 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 Safeguarding Lead will contact Starting Point.

The Designated Safeguarding 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;

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

If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of the Multi-Disciplinary Plan, and any supporting document evidence to support a threshold should be attached. If the professional does not have a copy, reference to the completed Early Help Assessment should be made

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in the written confirmation. Details within the reference should include: who undertook the Assessment, and their contact details if known.

Starting Point should provide feedback, an e-mail contact must be provided and name of the person nominated in school to receive that feedback when a referral is made.

7.20 Action following a child protection referral

The Designated Safeguarding Lead 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.

8.1 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.

8.2 Children with emerging needs 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 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;
- Is showing signs of emotional/mental ill health
- 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.

8.3 The role of the PLT in Early Help and Identification of students who many need additional support

The PLT meet every week to discuss our current safeguarding case load. This is led by the DSL and all staff that have a responsibility for Safeguarding and Pastoral care will attend. At these meetings we discuss each child and the next steps they may need. Minutes of the meetings are provided with next step guidance from the DSL. All staff that deal with safeguarding cases discuss their current case load with either the DSL directly or through the Deputy DSLs. This is to ensure that all staff feel supported in their role and can discuss how they are feeling. The DSL discusses current cases with the Head Teacher and support and guidance is provided. Where cases are complex these will always be discussed with the Head Teacher and information shared with the Safeguarding Governor.

9 How Safeguarding support is delivered across the school to students

9.1 Every Tuesday morning for 50 minutes students spend time with their form tutor doing activities that revolve around a variety of topics. Some of these topics relate specifically to safeguarding needs, for example FGM, Alcohol and Drug use and healthy relationships. In addition, we use external providers to deliver topics where we feel it needs more subtle nuance. All students have two assemblies per week and the topics to be covered from Years 7 to 13. These assemblies again cover a range of topics that support students to be more resilient and alert to potential safeguarding issues.

9.2 Relationship, Sex and Health Education is compulsory. As a school we have developed our approaches to meet statutory requirements and the teaching of this. This will include equality, diversity and difference. This will be delivered via: science lessons, ICT, PDC lessons, assemblies and external providers where needed. An audit has been carried out to ensure we are able to meet our statutory duty across the curriculum.

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. Children may want to talk about experiences at home or in the community that may trigger discussions with the Designated Safeguarding Lead, who will then decide on any next steps around listening and responding to the child

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' 2021. 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 year to ensure that staff are safe and aware of behaviours which should be avoided. In addition, the schools'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 Derby and Derbyshire's Safeguarding Partnership and our own 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 'Vision and Aims' document. 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 Director 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. 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.
- Where 'extended school' activities are provided by and managed by the setting, our own safeguarding policy and procedures 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. 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. This will include DBS checks.

11. Safer Working Practices

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

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

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

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

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

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

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' (September 2021) 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 2021.
- 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 Safeguarding 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.
- 11.13 We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; and are aware that this is a legal duty, this includes Teaching Disciplinary Regulations, 2012;
- 11.14 We will induct all work experience and student teachers and supply them with this safeguarding and child protection policy and other policies deemed relevant for them to carry out their duties, safely and consistently. The allegations against professionals, volunteers and carers will apply to supply/agency teachers. Whilst this school is not the employer of supply/agency teachers, we will ensure allegations are dealt with properly.

12.1 The Disclosure and Barring Service (DBS):

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

The DBS are responsible for:

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

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

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

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

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

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

12. 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:

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

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

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

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

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

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

12.4 Contractors

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

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

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

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

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

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

12. 5 Regulated Activity

The Strategic Leadership Team/DSL will need to be aware and have a clear understanding of what regulated activity is and the implications for volunteers in this school. Where there is regulated activity and the person does not hold a DBS then they will be supervised until the DBS arrives.

This may mean undertaking risk assessments on any activity that we feel could pose a risk to the member of staff or child. This is done using pre-defined pro-forma.

13. 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" (2021) 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).

If a member of Staff has concerns about another member of staff, volunteer, carer, student or supply/agency Staff, then this will be referred to the Head Teacher. Where there are concerns about the Head Teacher this will be referred to the Chair of Governors.

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

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

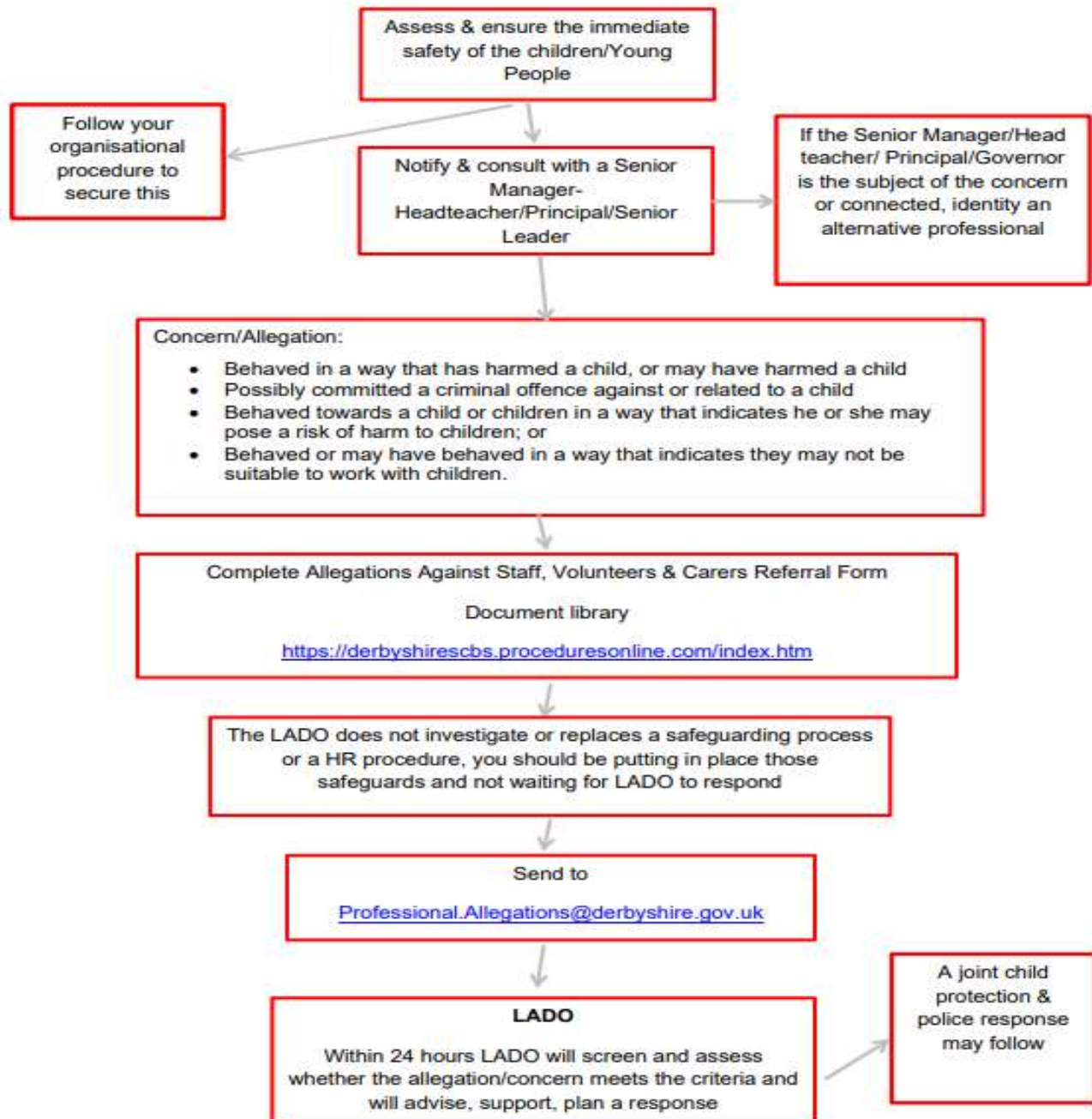
This may also mean a referral to the Police. A referral to the Police will also apply to:

- Regardless of whether the school or college is where the alleged abuse took place.
- Allegations against a teacher who is no longer teaching
- Historical Allegations of Abuse should also be referred to the Police.

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

The allegations against professionals, volunteers and carers will apply to supply/agency teachers. Whilst this school is not the employer of supply/agency teachers, we will ensure allegations are dealt with properly.

The Governing body 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.

Allegations-Concerns against Staff, Volunteers & Carers**LADO Process**

13.1 A low-level concern:

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

This school will have a policy and process on how to deal with a low-level concern. It is in line with any Local Children's Safeguarding Procedures and Policy and LADO. The policy and processes will apply to contractors, supply and agency staff and we will inform their employer to assist them in determining any historical context, the current concerns and decision making.

A low-level concern will be recorded and retained on the individual's human resources 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 and our Staff Code of Conduct and Guidance around Safer Working practices and promoting safe cultures in schools.

14. Useful Contacts

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

Derby City First Contact Tel: 01332 641172

Out of hours Call Derbyshire (Children's /Young Peoples and Adult Social Care)
Tel: 01629 533190
Fax: 01629 585669

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

Review Date: September 2021
Reviewer: CLO

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

Police Central Referral Unit

Butterley Hall

Ripley

Derbyshire

DE5 3RS

Tel: 0300 122 8719

Fax: 01773 572074

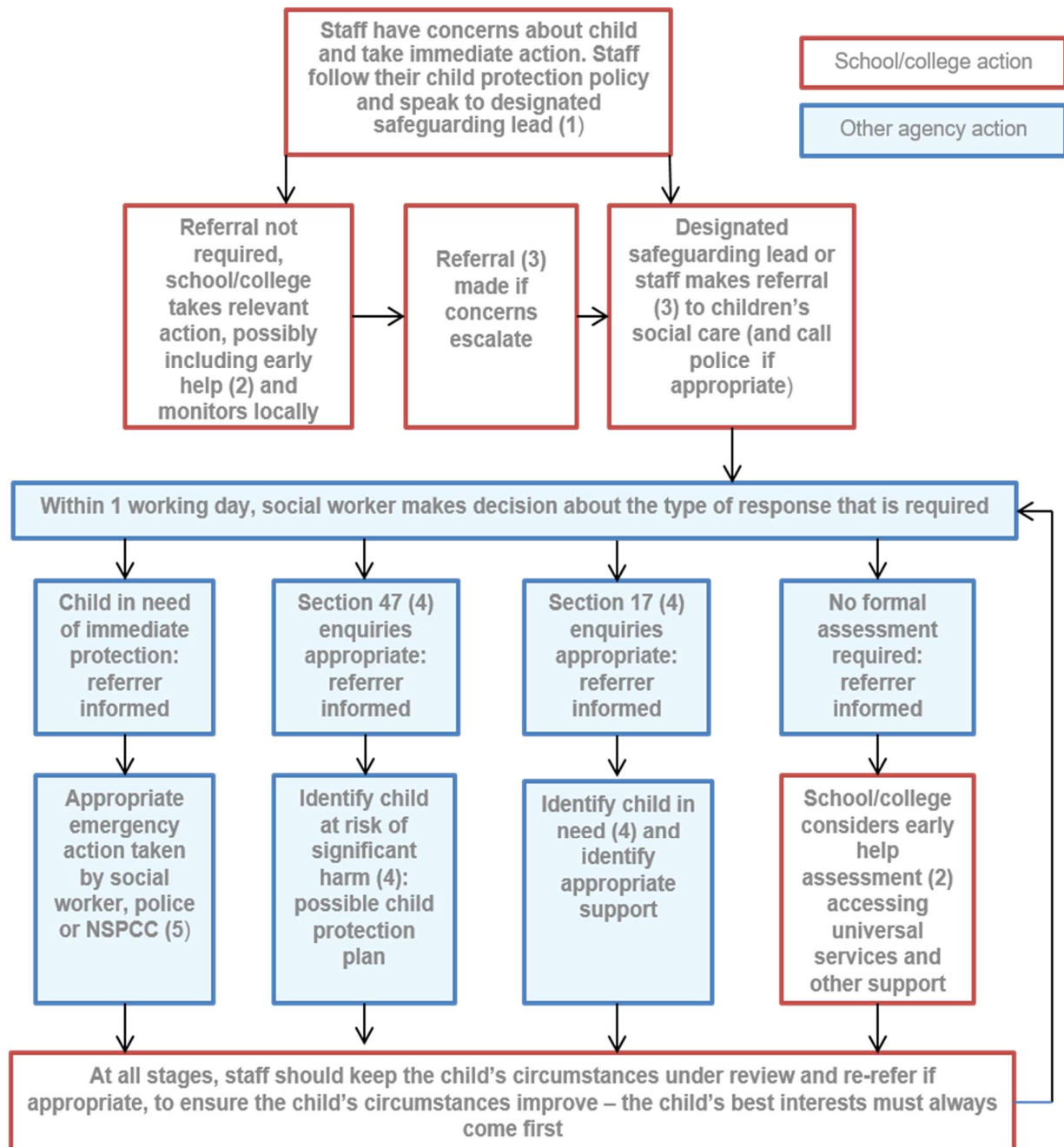
NSPCC - National Helpline

0808 800 5000

Childline

0800 11 11

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).

