WHITTINGTON GREEN SCHOOL

Dream Reach Achieve

CHILD PROTECTION AND SAFEGUARDING POLICY

Reviewed September 2022

Louise Brewer – DSL ……

Tracey Burnside – Headteacher ……

Governors – Signed by Chair of Governors ……

Dated: ……

Minute Number : ……

Contents

Section 1 - Introduction

1.1 Our responsibilities
1.2 Our principles
1.3 Children who may require early help

Section 2 – Types of abuse

2.1 Child abuse
2.2 Physical,
2.3 Emotional,
2.4 Sexual,
2.5 Neglect

Section 3 - Specific Safeguarding Issues

3.1 Prevent
3.2 Child sexual exploitation
3.3 Female Genital Mutilation
3.4 Allegations of abuse against other children/ Peer on peer abuse
3.5 Images sent through digital media devices
3.6 The criminal exploitation of children: County Lines
3.7 Carrying knifes/offensive weapons and gang culture

Section 4 – Safeguarding Roles and Responsibilities

4.1 Roles and responsibilities of staff
4.2 Reporting a concern
4.3 Governors and School Leadership responsibilities
4.4 Creating a safe environment
4.5 Recruitment and Staffing

Section 5 - Safeguarding processes and procedures

5.1 Early help
5.2 Referring to Children's Social Care
5.3 Record Keeping
5.4 Recruitment
5.5 Dealing with allegations against staff and volunteers
5.6 Contact details

Section 6 – Management of this policy

Appendix A

1. Introduction and Context

Whittington Green School is **committed** to safeguarding and promoting the welfare, both physical and emotional, of every student both inside and outside of the school premises especially when we are aware of issues that affect or are of concern to local community.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that senior leaders and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the head teacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is: **Louise Brewer**. In the absence of the DSL, child protection matters will be dealt with by **Denise Marsden, Tracey Burnside or Abbie Payton**

Monitoring and review

This policy is reviewed annually and changes made will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is **September 2023**.

Our Policy

The main elements of this Policy are described in the following sections:

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

Through implementation of this policy we will ensure that our School provides a safe environment for children to learn and develop. We will cross reference to other policies relevant to our safeguarding in school and make reference to them in this policy where relevant.

1.1 Our Responsibilities

Whittington Green School fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how we will deliver these responsibilities. This is an overarching policy.

Please note when we use the word child this policy it is a young person under the age of 18.

This policy should be read in conjunction with:

Working Together to Safeguard Children' (updated July 2022) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available using the following link: https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

"Keeping Children Safe in Education"(September 2022 https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) which is the statutory guidance for Schools and Colleges.

'What to Do if Worried a child is being Abused: Advice for Practitioners". March 2015. The guidance is available via the following link: "What to do if worried a child is being abused" (March 2015)

'Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers', July 2018. The guidance is available via the following link: "Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

'Protecting children from radicalisation: the prevent duty' August 2015. The guidance is available via the following link: https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

As a school we will follow the Procedures set out by the local Safeguarding Partnership (formally DSCB).

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

- Children Missing From Education (CME)
- Private Fostering

In accordance with the above procedures, the school carries out an annual audit (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) of its safeguarding provision and sends a copy to Derbyshire Education safeguarding services and Local Safeguarding Partnership as required by the guidance 'Working Together to Safeguard Children' (updated 2022).

1.2 Our Principles

Safeguarding arrangements at Whittington Green School are underpinned by the following principles:

- Safeguarding is everyone's responsibility: all our staff, in fact, anyone who has contact with a child or young person including Governors and volunteers should play their full part in keeping children safe;
- We will aim to protecting children using national, local and school child protection procedures;
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2020;
- That all our staff and anyone at Whittington Green School who has contact with a child or young person including Governors and volunteers have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. We make sure our staff, as well as our Governors and any volunteers feel confident that they can report all matters of Safeguarding in Whittington Green School where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- We work closely with our local feeder primary schools as well as any school that may educate siblings of our students or have students transferring to us.
- We use our own Early Help Team to ensure a fully integrated approach to safeguarding.
- That we operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.

1.3 Children who may require early help

All Staff including our Governors and volunteers working within Whittington Green School should be alert to the potential need for early help for children, considering following the procedures identified for initiating early help using the current Safeguarding Partnership Threshold Document, for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;
- Is a privately fostered child;
- Has returned home to their family from care:

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

These children are therefore more vulnerable so Whittington Green School will identify who our vulnerable children are and ensure all our staff and volunteers know the processes to secure advice, help and support where needed.

2 Types of Abuse

2:1 Child Abuse

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

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

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2020) which is defined in the 'Keeping Children Safe in Education Statutory Guidance 2022' as:

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

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

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

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

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

Signs of Abuse (Child Protection)

2.2 Physical Abuse

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

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

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

Changes in behaviour that can also indicate physical abuse:

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

2.3 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.

2.4 Sexual Abuse

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

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

The physical signs of sexual abuse may include:

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

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts

- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults.

2.5 Neglect

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

The physical signs of neglect may include:

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

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

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

3 Specific Safeguarding Issues

There are specific issues that have become critical issues (identified as current key concerns in Derbyshire) in Safeguarding that we will endeavour to ensure our staff, as well as our Governors and any volunteers are familiar with; have processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together 2020
- Children at risk of criminal exploitation (CRE) as defined by local safeguarding partnership procedures
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage

- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- On line abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

To further ensure constant understanding in relation to the signs and indicators of specific issues listed earlier in this policy, Whittington Green School will ensure that we incorporate these into the safeguarding section of our briefings, staff Induction training as well as the ongoing development training for all our staff plus anyone who has contact with any of students including Governors and any volunteers

Whittington Green School will also access broad Government guidance, local procedures, strategies and tools through the Local Safeguarding Partnership.
The Designated leads and those with responsibility for safeguarding will use the information available to them in Derbyshire Schools Net Keeping Children Safe in Education to help all staff develop the knowledge and understanding pertaining to national and local emerging concerns.

3.1 Prevent Duties

Whittington Green School will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Head Teacher and Chair of Governors will:

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

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

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

We will use the relevant forms to record any concerns and records which will be treated as a Child Protection Record, storing them securely as appropriate with limited access by named staff.

3.2 CSE - Child Sexual Exploitation & CRE- Children at risk of Exploitation (Child Protection)

The staff and governors at Whittington Green School recognise these issues are relevant to both boys and girls.
Risk factors may include;

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

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

3.3 Female Genital Mutilation

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

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

Signs may include;

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

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

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

We recognise that some children abuse other children or their peers; therefore, the reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school/college.
Peer on peer abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. This will may a referral into the Police and Social Care.
Whittington Green School will consider and may apply the disciplinary procedure.

We ensure we offer support to a victim. We recognise peer on peer abuse can take some of these forms;

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

As a school we will adhere to the guidance**- Sexual Violence and Sexual Harassment in Schools/Colleges between children** (December 2017 – updated September 2021 https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges) and have a strategy to identify, report and respond to any issues or incidents raised. We aim to challenge this type of abuse. We also aim to use approaches in the curriculum such as PSHE lessons to address and tackle peer on peer abuse.

See also our Equal Opportunities Policy.

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

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

We will refer to:

Derby City & Derbyshire Thresholds Document

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

The DfE guidance 2022 on Searching Screening and Confiscation Advice for Schools

3.6 The criminal exploitation of children: County Lines

Whittington Green School realises we are close to the borders of different counties and areas and are aware that our students could be exploited by criminals from other areas.

We are aware of the following signs which may indicate criminal exploitation:

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

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

3.7 Carrying knifes/offensive Weapons & Gang Culture

Bringing and carrying a knife or any offensive weapon onto Whittington Green School premises is a criminal offence and immediate action will be taken by calling the police and informing parents or carers.

The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, will be consulted and we will consider and may apply disciplinary procedures.
https://www.gov.uk/government/publications/searching-screening-and-confiscation)

If a member of staff suspects a student being involved in gang culture, they understand that this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead(s) who in turn will seek advice from agencies and professionals and by making reference to the Safeguarding procedures as outlined by the local authority.

We understand that the student may be an exploited child and a victim to who we will offer support.

4 Safeguarding Roles and Responsibilities

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

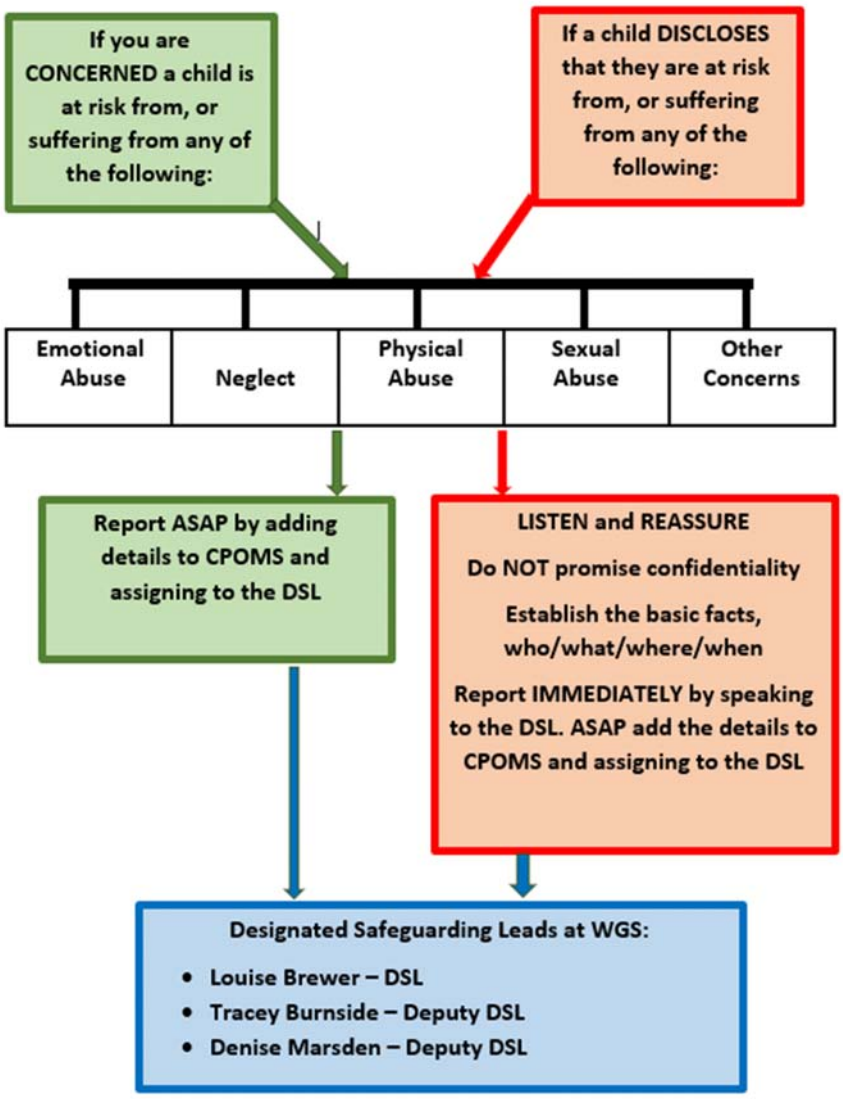
- Being aware of the local Safeguarding Partnership procedures, so we ensure these procedures are followed;
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to;
- Knowing who the School Designated Lead(s) for Safeguarding are and the relevant links for CIC (Child in Care / Looked After Children), SEND and Anti- Bullying including who is the School link Governor for Child Protection and Safeguarding;
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in Whittington Green School;
- To be aware of the 'Allegations Against Professionals' LADO procedures and feel confident in been able to use them including how to report concerns about other staff and the setting;
- That any concerns any staff have about a Head teacher, should be referred to the Chair of Governors.
- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support, see our policy on this.
- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in education settings, updated 2022', relevant sections of 'KCSIE 2022' and local procedures for 'Safer Working Practices'.
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually;
- Sharing information and working together with agencies to provide children and young people with the help and support they need;
- Supporting pupils who have been abused in accordance with his/her Child Protection Plan;
- Seeking early help where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment;

- If at any time it is considered that the child may be a 'Child in Need' as defined in the Children Act 1989; or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care;
- If Staff, Governors and Volunteers have concerns regarding a child they should raise these with our Designated Safeguarding Lead(s) who will normally decide take the next step, (however, any member of staff, Governor or volunteer in 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;
- All staff or anyone who has contact with a child or young person including Governors and volunteers are aware of the local Safeguarding Partnership's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed and of our school's Whistle Blowing policy;
- To recognise the new requirements on Children Missing From Education and particularly those where it is believed a child/children may be leaving the country;
- To refer & adhere to Children Missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing.
- Recognising that Home Educated Children can be more vulnerable than other children and with regard to the motivations of the intention to home educate. Therefore, recognising the responsibilities Whittington Green School has to those who are thinking about or who are about to home educate, including those who have been removed from a school roll with a view to home educate;
- Recognising that Looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. Whittington Green School will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed;
- Anyone in school who has contact with one of our students including Governors and volunteers recognise their roles and responsibilities under SEND that those students in our school may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation;
- Recognising the needs of young carers in that they can be more vulnerable or placed at risk. Therefore, being able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers will need to refer into early help social care services for an assessment of their needs;
- All Staff / anyone who has contact with a child or young person including Governors and volunteers are aware of the available Derbyshire school/college Private Fostering Policy and have an understanding of host families, and recognising they have a duty to notify the local Children's Social Care department if it is thought or

known that a child or young person may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous;

- All Staff and anyone who has contact with a student including Governors and volunteers are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda. This will include attendance at training on either Prevent/Wrap or training considered sufficient by the local authority which fulfils the requirements of the prevent Duty for schools;
- All staff or anyone in school who has contact with a student including Governors and volunteers know about Prevent duties and will report any concerns to the Safeguarding Designated Lead in the school who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process;
- All staff and anyone who has contact with a student including Governors and volunteers should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- All staff and anyone who has contact with a student in school, including Governors and volunteers should recognise what is child sexual exploitation and trafficking and know that they should seek advice and how to report any issues or incidents:
- All staff and anyone who has contact with a child or young person including Governors and volunteers should recognise a child may be criminally exploited or involved in gang culture and should seek advice and report any issues or incidents;
- When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management and care plans and in particular with regard to SEND;
- All staff and anyone who has contact with a child or young person including Governors and volunteers should recognise homelessness and the impact of the pupil facing homelessness, or who is homeless;
- Whittington Green School recognises the importance of learning from national and local Serious Case Reviews and Thematic Learning Reviews. We are aware of the impact this has on how we carry out our Safeguarding and Child Protection responsibilities and roles.

4.2 All Staff and anyone who has contact with a student including Governors and volunteers have responsibility to safeguard all students. The following guidelines should be followed as necessary:



What to do if a student discloses to you

If a student discloses to you:

Whittington Green recognises the importance of staff listening attentively to students at all times, and is particularly concerned to ensure that any student who wishes to disclose abuse should be assisted in doing so. All staff should hold an "it could happen here" mind-set.
It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed or frightened.

If a student talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on, you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump immediately the student may think that you do not want to listen. If you leave it until the end of the conversation, the

student may feel that you have misled them into revealing more than they would have otherwise.

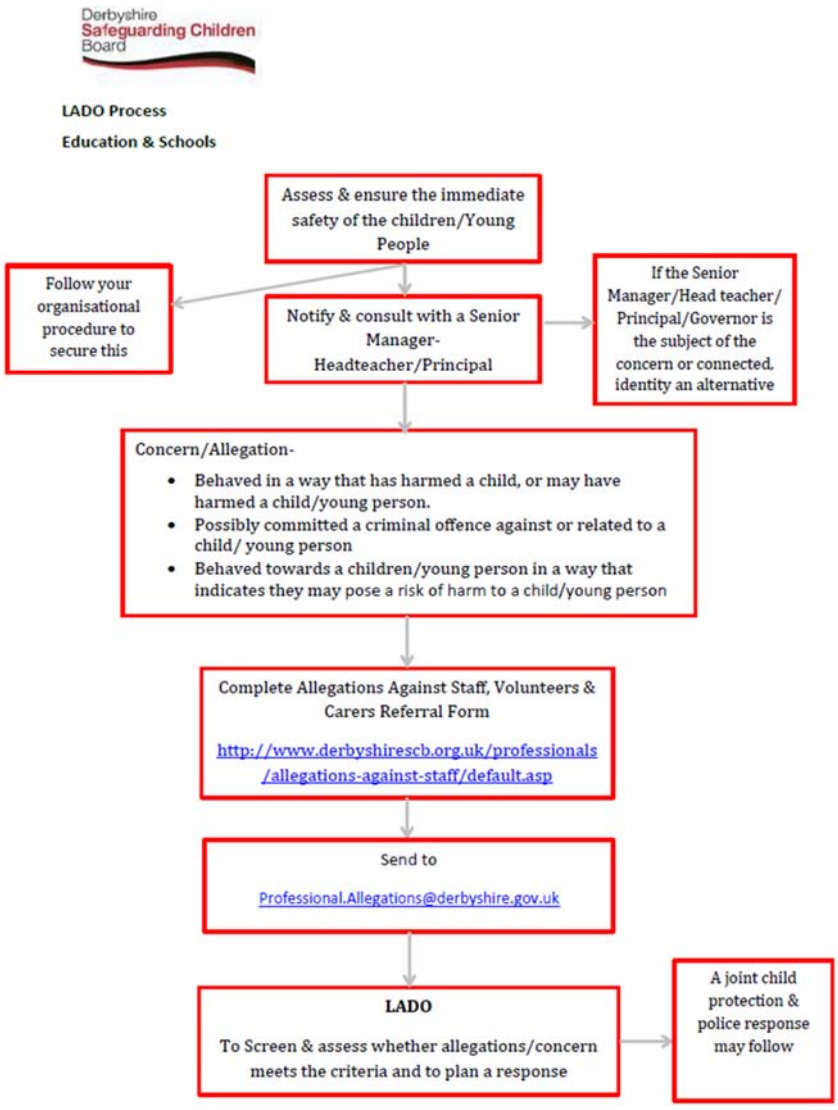
Staff should remember that their role is to listen. You should not interrupt the student if he or she is freely recalling significant events. If questions are needed to clarify understanding, they should be framed in an open manner in order to not lead the student in any way.
Even if asked to do so by the student, staff must not give undertakings of absolute confidentiality. Staff must point out to the student that, in some situations, it may be necessary to pass on what has been said to someone else.

Staff must report <u>orally</u> to the DSL immediately after the event and pass on notes of the discussion with the student. The note should record the time, date, place and people who were present as well as what was said. They should be signed.
In the absence of the DSL they should report to the Deputy Safeguarding Lead. 'Keeping Children Safe in Education' (2022) makes it clear that anyone can make a referral or go directly to Social Care. Information on how to make a referral to Social Care can be found in Section 5. 2
Staff must be aware that the notes of the discussion may need to be used in any subsequent court proceedings. Staff who are likely to come into contact with such students will be informed of their circumstances on a "need to know" basis.

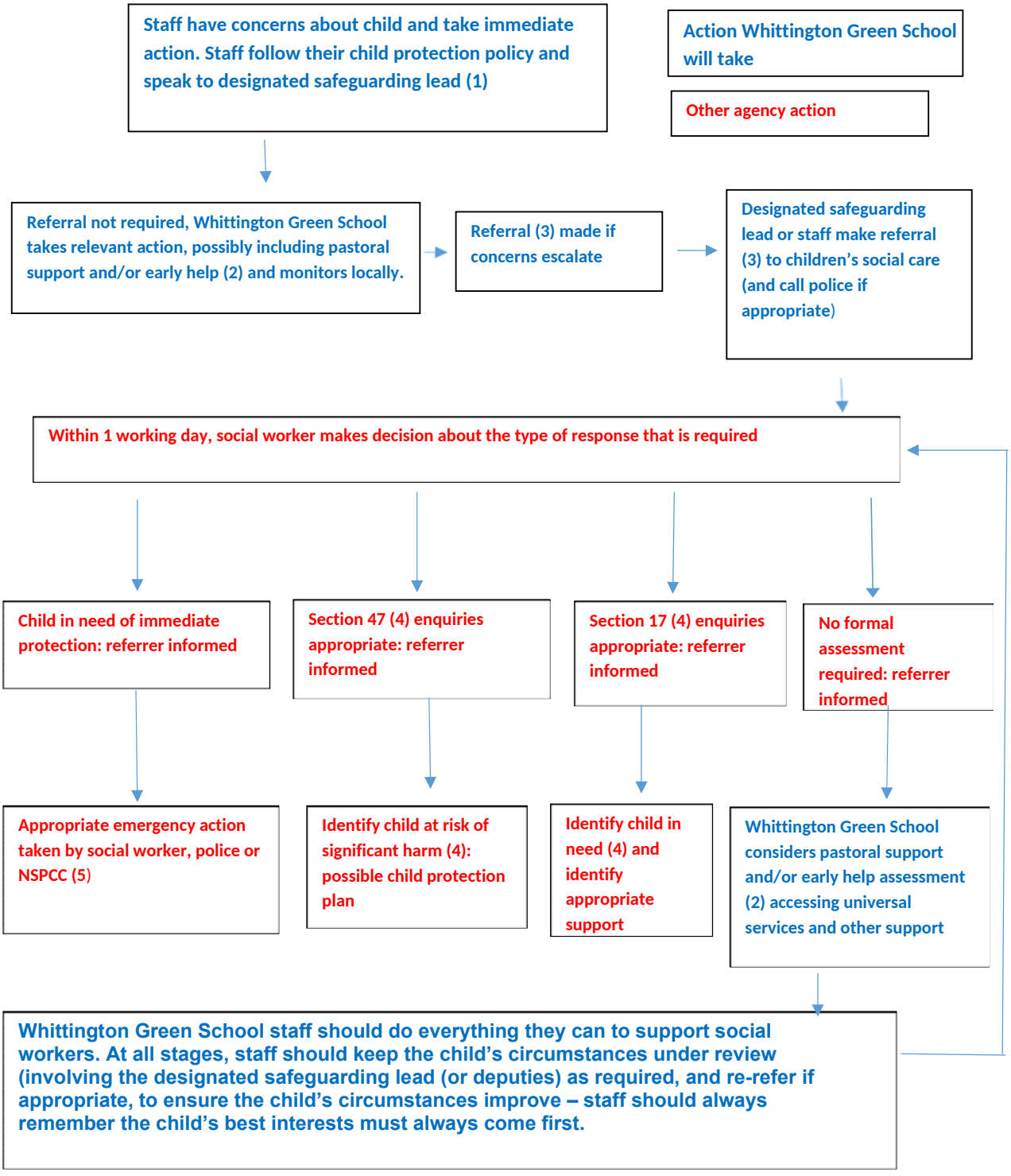
If you suspect a student is at risk of harm
There will be occasions when you suspect that a student may be at risk but you have no real evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stores or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances you should try to give the student the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. If is fine to ask a student if they are alright, or if you can help in any way.

Staff should use the electronic recording system 'CPOMS' to record these early concerns. If a student does begin to disclose that they are being abused in any way you should follow the guidance in the 'What to do if a child discloses' section. CPOMS should not be used for immediate concerns where the member of staff/Governor or volunteer feels that a child or young person is in immediate danger from either themselves or someone else.

If staff are concerned about the behaviour or conduct of another member of staff, volunteer or visitor then there is a Confidential Reporting Code ('whistle blowing'). Confidential reporting is the disclosure or communication of information about possible malpractice by individuals or organisations. It is intended to enable staff to disclose information about their concerns internally and to provide members of staff reporting with protection from subsequent victimisation, discrimination or disadvantage. Concerns of this nature should be disclosed to the Headteacher or, where this is inappropriate, the Chair of Governors. Where both of these are inappropriate then these concerns should be reported to the LADO Miles Dent 01332 642 376 or via secure E-mail to: **cypsafeguarding@derby.gov.uk**



Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member.

(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 assessment will be arranged.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment.

(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. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare.

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

4.3 Governors and School Leadership are responsible for:

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements;
- Ensuring there are robust safer recruitment procedures and a framework of checks, tracking and monitoring;
- Ensuring they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe In Derbyshire;
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority on matters of Safeguarding in their School liaising with other partners and agencies;
- Ensuring that we have a lead Safeguarding Designated Lead(s) for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in our school. The number of DSL's needs to be sufficient in number depending upon the size and demands of the school. That the DSL's are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that has updates at least annually and with certified training very two years.
- That a Designated Safeguarding Lead is on the premises and available at all times during the school day and there is a contact for school holiday activities on site; where this is not available or in exceptional circumstances, there is cover in place. The leadership team will ensure there is cover at all times and there is a clear pathway for raising and reporting concerns in a

timely way. This will include a DSL being a point of contact for trips, outings and residential visits;

- Ensuring that appointed Designated Safeguarding Leads are fully equipped with the knowledge and skills to carry out the role and have access to appropriate regular training to help them keep up to date;
- That we have a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEND alongside other nominated leads at Whittington Green School on these issues;
- That we have an appointed teacher who is responsible for looked after children who understands Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and the school's procedures for reporting, responding and recording Child Protection concerns;
- That there are procedures are in place in handling allegations against Staff, or Volunteers and any concerns staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO) in every case;
- That all staff and anyone who has contact with a child or young person including Governors, volunteers and frequent visitors who will be working in the school is given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the school's policies and procedures;
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development;
- That all staff or anyone who has contact with a child or young person including Governors and volunteers receives the appropriate training which is regularly updated;
- That we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families;
- That important policies such as those for behaviour and bullying, are kept up to date;
- That children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- That the curriculum will implement sex, relationship and healthy relationship teaching and make the best use of PSHE to cover Safeguarding issues with children in line with the statutory obligations 2021;
- That we have in place an on-line Safety Policy equipped to deal with a widening range of issues associated with technology;

- That staff understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required;
- That staff understand the updated definition of child sexual exploitation and expectations around identifying, reporting and responding to any potential or actual cases of;
- That specific staff notify the Children's Social Care department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That specific staff notify the Children's Social Care department if it is thought or known that a child or young person may be privately fostered.
- That all staff know to use the Local Authority Case Referral Pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or Social Care.
- That staff are able to act on the 'Learning from Serious Case Reviews' – see appendix A;
- Ensure that all Staff (governors and volunteers) are made aware of the schools/colleges Whistle Blowing policy.
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- Make sure that the Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.

4.4 Creating a safe environment:

- Whittington Green School will ensure that all staff and anyone who has contact with a child or young person including Governors and volunteers are competent to carry out their responsibilities for Safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all Staff including volunteers feel able to raise concerns, along with being supported in their Safeguarding role.
- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the School's development for example by using our School's counsel.
- That the building; including its surroundings, are safe and one where children can feel safe.
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with including making public on our website and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.

- That we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record.
- If we have any homestays or exchange visits abroad, we recognise the need for host families to provide safe provision and exchanges. We will ensure we have a system in place, ensuring the suitability of adults in families when arranging hosting and exchanges;
- We recognise that where our school places a student we are responsible for the safeguarding of that student and will check and review those arrangements to reassure ourselves of those safeguarding arrangements and that of the health, safety & wellbeing of that student. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement;

4.5 Recruitment, Staffing:

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;
- We must, where relevant, check the identity of a person being considered for appointment and their right to stay in the UK;
- We must undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad;
- We must ensure staff and volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post and this includes any Prohibition checks necessary for the post;
- We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required;
- We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty;
- That we make use of the DBS Service where appropriate;
- That applications are scrutinised and further enquiries are made and evidenced around any clarification or need for further exploration;

- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor (School may choose their training ensuring at a minimum it covers the 'Keeping Children Safe Guidance', and equips them with the necessary knowledge and skills);
- We must pursue references with measures in place to ensure scrutiny and to verify all potential staff;
- Raise an alert with a senior member of the leadership team if there are gaps in references and / or any missing references;
- That our Volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children and have risk assessments in place for volunteers in the school undertaking activities with the children;
- That all our governors have the enhanced DBS and other checks that may be required;
- That we understand the requirements if schools are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children / young people who attend clubs, holiday schemes and other activities on their premises;
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the school, the local community and or viewed to be inflammatory e.g.- banned political groups.

The Lead Designated Safeguarding Lead is: **Louise Brewer**

The Designated safeguarding leads(s) are**: Denise Marsden, Tracey Burnside**

The Appointed Teacher for Looked after children/virtual School: **Ellen Stonecliffe Jones**

The Appointed Teacher for SEND: **Jennifer Elsmore.**

The Designated Lead for Anti- Bullying: **Abbie Payton – Braybrook.**

The Designated Link Governor for Safeguarding is: **Audrey Ward**

The Designated Link Governor for Anti- Bullying is: **Audrey Ward.**

The Designated link Governor for Looked after Children (Child in Care) is: **Audrey Ward**

Other Pastoral Members who take responsibility for safeguarding are: **Abbie Payton - Braybrook, Hayley Lynch, Nathan Evans, Michael Wild.**

5 Safeguarding Processes and Procedures

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

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

5.1 Early help

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

We recognise 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 families – for more information all staff can refer to Derbyshire's 'Early Help Offer' https://www.derbyshire.gov.uk/social-health/children-and-families/support-for-families/support-for-families-and-early-help.aspx and Starting Point https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/derby-and-derbyshire-safeguarding-children-partnership/starting-point.aspx

Whittington Green School are providing our own early help provision in the school, we 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. When a referral is made the following procedure is adhered to by Starting Point – the referral form is screened, Starting Point will ask Whittington Green School what early help work has been undertaken and that the referral is supported by an Early Help Assessment.

In all cases the Senior Practitioner/ Early Help Manager will decide which service is best placed to meet that child's needs. This manager will contact the school and

discuss. Those that meet a threshold will be passed to Children's Social Care for assessment.

Before referring to Starting Point (unless a student is at risk of immediate harm) we will provide pastoral support within school and/or make a referral to Whittington Green Early Help whose aim is to identify needs early and to make sure that appropriate support is put into place. Where Early Help needs are indicated targeted support according to identified need as appropriate in relation to attendance issues, behavioural support, CAMHS referrals, and signposting of appropriate DCC services will be provided. The school will, then, provide a "mixed economy of flexible services" within a "Think Family" approach enabling early specific intervention and prevention approaches which are effective and impactful.

To Early Help service will be available during term time and extend into the holidays on a needs basis. To provide parents with flexibility, early morning appointments can be made, and home visits can take place during the day or up to 6pm by pre-appointment. The Head of Early Helps also available to offer telephone support to parents, and can be contacted via the school's email – info@wgs.derbyshire.sch.uk The Safeguarding page on the school website contains information for families actively seeking advice.

During term time, the Family Support Worker and Behaviour Support may work directly with children on an individual basis, or may signpost them to other agencies to offer specific support. The Early Help Manager / Early Help Family Support Worker will also directly support families in their homes.

Based on the needs of each family the Early Help Manager and DSLs, will work together to coordinate the support of the appropriate services. Where appropriate TAF meetings are arranged to monitor the work of all the agencies involved. The Early Help Assessment Tools, including the safety and wellbeing grid are used to assess progress and achievements made by the families and professionals supporting them.

Joint working with partner agencies, such as school health, CAMHS and with the PCSO is already in place and information is shared through meetings, email and telephone communications. As family's needs arise further links to agencies will be established and maintained. Clear lines of communication are essential to support long term improvements for families. The website https://www.derbyshire.gov.uk/social-health/children-and-families/support-for-families/support-for-families-and-early-help.aspx provides some signposting of support that families can access or be referred to. The Early Help Manager will also produce a directory of services that families and young people can be signposted to for additional support.

Following a review of a family's needs, or at a time of crisis, it may be appropriate to escalate the support a family requires. At the stage where early intervention attempts have not been successful and a social worker becomes involved we will continue to support children and families. Ongoing communication with all services involved continue to be essential.

One of Whittington Green School's DSLs or a member of the Early Help Team will be available to represent the school at Case Conference or Child in Need Reviews, and will provide reports when required.

5.2 Referring to Children's Social Care

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

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern and safeguarding procedures must be followed. A **telephone referral** will be made immediately to Starting Point Derbyshire's first point of contact for children and younger adults for referral into Children's Social Care.

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

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

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

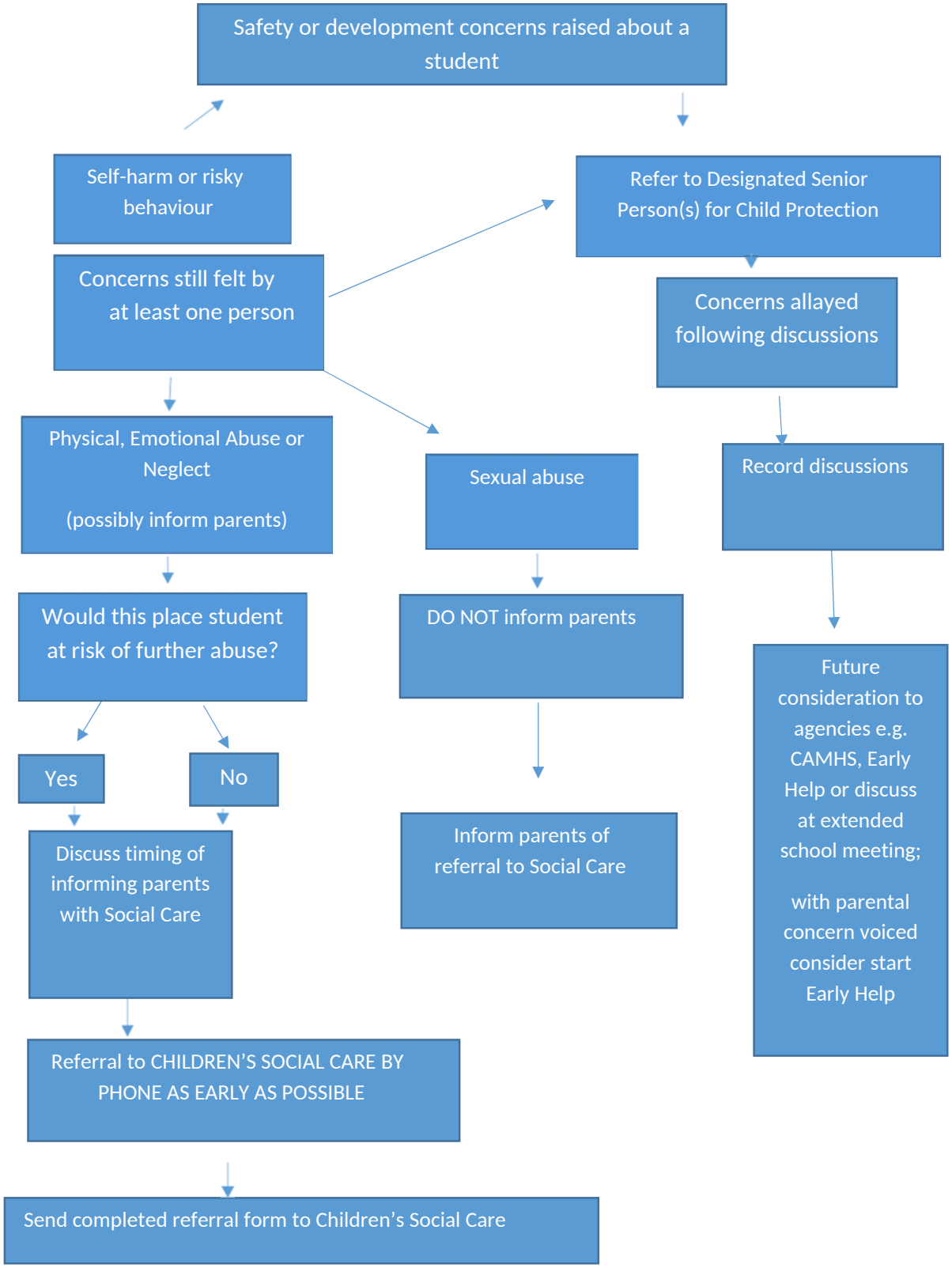
Essential information for making a referral includes:

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

Other information that may be essential:

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

See next page for flow diagram detailing how Whittington Green School deals with concerns.



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

5.3 Records

Child protection information will be stored and handled in line with the Data Protection Act 1998 and GDPR principles. Information is:

- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Kept no longer than necessary
- Processed in accordance with the data subject's rights
- Secure.

Child protection records are exempt from the disclosure provisions of the Data Protection Act and GDPR, which means that students and parents/carers do not have an automatic right to see them. If the college receives a request from a student or parent/carer to see the child protection records this should be referred to the DSL.

All concerns about a child will be recorded and records kept. This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. All records and witness statements relating to safeguarding concerns and cases will be kept within a locked filing cabinet in the DSL office. Records of Child Protection Conferences and Core Group Meetings will be stored in a locked filing cabinet in the DSL office, within the student file. These files will be maintained and updated by the DSL. When a student leaves, the college will pass on a summary of historic or current concerns immediately to the receiving school whilst retaining the full contents of the record.

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.

The school will follow the Local Authority current guidance on the Child Protection Recording Keeping Guidance for Schools (including Transfer, Storage & Retention – July 2020) and await any instruction with regard to the National Inquiry into Child Sexual Abuse (historical Child Protection records on children and records on staff where there are allegations). We will therefore not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the school or connected to the school.

5.4 Recruitment and staffing

Whittington Green School will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the statutory guidance 'Keeping Children safe in Education" and any supporting DBS documentation are followed in all cases.

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

- the identity of candidates;

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

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

We will ensure that all staff and anyone who has contact with a student including Governors and volunteers are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed.

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

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

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

The Disclosure and Barring Service (DBS);

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

The DBS are responsible for:

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

The DBS search police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant. A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met.

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

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

- Where relevant a separate Barred Check List has been completed;
- That individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this;
- A check to include a Secretary of State Prohibition Order (Teacher Prohibition Order) and this may mean on Teaching Assistants;
- A Section 28 Direction Check where relevant, which prohibits or restricts a person from taking part in any management of an Independent school, including Academy or Free school.
- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;
- We must, where relevant, check the identity of a person being considered for appointment and their right to stay in the UK;
- We must undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad;
- We must ensure staff and volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post and this includes any Prohibition checks necessary for the post;
- We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required;
- We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty;
- That we make use of the DBS Service where appropriate;
- That applications are scrutinised and further enquiries are made and evidenced around any clarification or need for further exploration;
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor (School may choose their training ensuring at a minimum it covers the 'Keeping Children Safe Guidance', and equips them with the necessary knowledge and skills);
- We must pursue references with measures in place to ensure scrutiny and to verify all potential staff;
- Raise an alert with a senior member of the leadership team if there are gaps in references and / or any missing references;
- That our Volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the

children and have risk assessments in place for volunteers in the school undertaking activities with the children;

- That all our governors have the enhanced DBS and other checks that may be required;
- That we understand the requirements if schools are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children / young people who attend clubs, holiday schemes and other activities on their premises;
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the school, the local community and or viewed to be inflammatory e.g.- banned political groups.

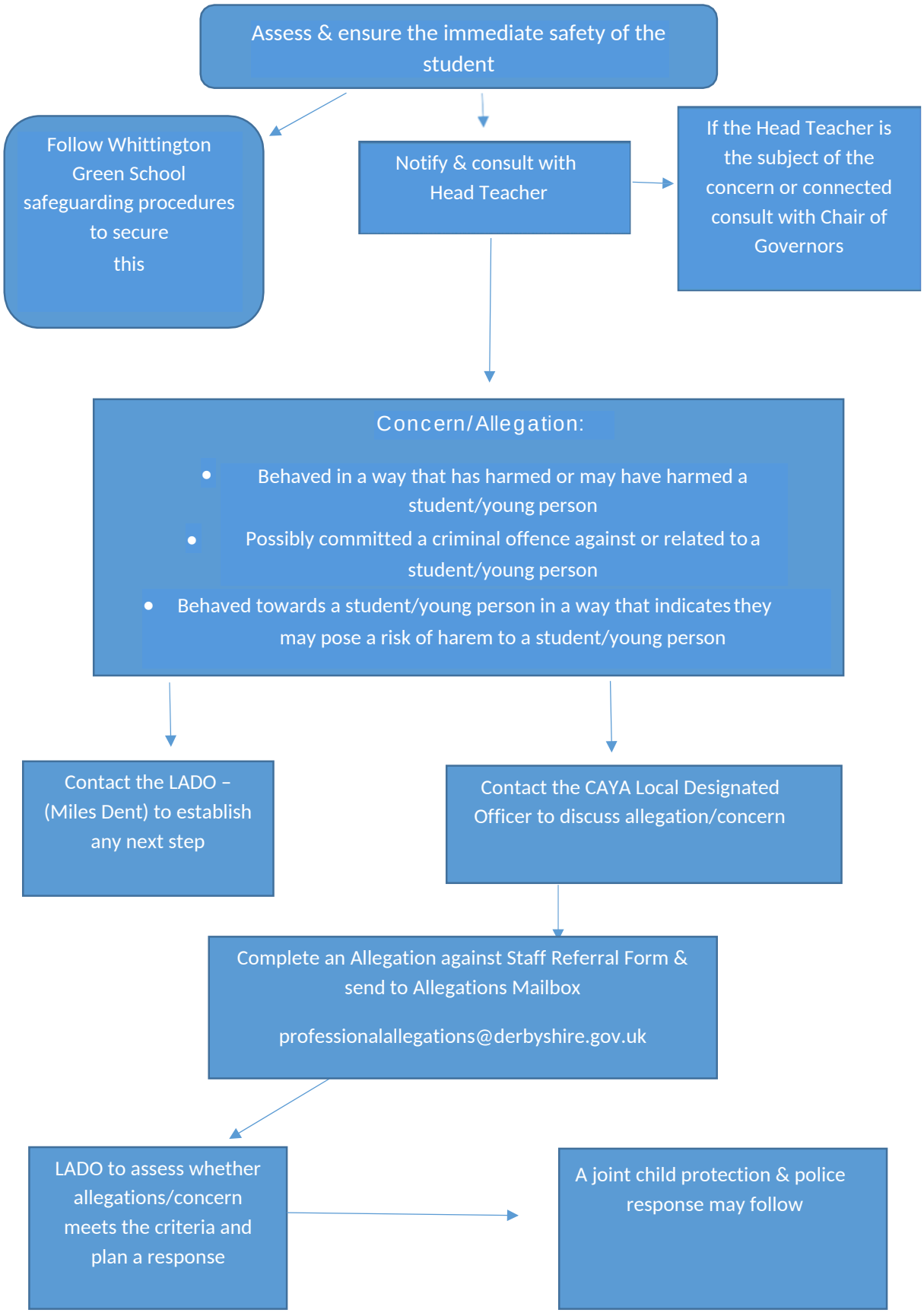
5.5 Dealing with allegations against staff and volunteers who work with children

Whittington Green School will adhere to the procedures set out under 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff), this can be found on the Local Safeguarding Partnership website (https://derbyshirescbs.proceduresonline.com/).

If a member of staff has concerns about another member of staff, then this will be referred to the Head teacher, **Tracey Burnside**. Where there are concerns about the Head teacher this will be referred to the Chair of Governors, **Bryan Midgley**. We will ensure that all allegations are discussed with the Local Authority Designated Lead, **Miles Dent** (LADO) in every case using the Derby and Derbyshire LADO referral form and this is done by an appropriate member of the Senior Management Team.

The procedure noted on the next page will be followed; this flowchart is displayed in the staff room at Whittington Green School:

Allegations/Concerns against Staff and Volunteers



Whittington Green School will ensure we have followed all the necessary duties and processes under this process and under Whistle Blowing and this will be undertaken in accordance with guidance's as follows:

Where there are allegations that are substantiated, we will fully ensure any specific actions are undertaken on management and exit arrangements as outlined in the Keeping Children Safe in Education statutory Guidance for schools/colleges and

https://derbyshirescbs.proceduresonline.com/) Local Safeguarding Partnership website

5.6 Important contact details

Starting Point:

Tel: 01629 533 190

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

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

Call Derbyshire (Derbyshire adults 18+):	Tel: 01629 533 190
Starting Point Professionals Advice line	Tel: 01629 535353
LADO (Local Authority Designated Officer) professional.Allegations@derbyshire.gov.uk	
Police Non Emergencies:	101

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

Report Child Abuse

Child Sexual Abuse	CEOP:
NSPCC - National Helpline:	Tel: 0808 800 5000
Childline:	Tel: 0800 11 11

Prevent:

Seamus Carroll is the lead officer for Prevent at Derbyshire County Council
Email: - seamus.carroll@derbyshire.gov.uk
Tel: 01629 538494
Mobile: 07771 980107

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

6 Management of the Policy

The Governing Body will;

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

The Head Teacher or Deputy Head Teacher will report annually on Safeguarding activity and progress within the School to the Governing Body.

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

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

Signed by:

Bryan Midgley	Tracey Burnside
Chair of Governors	Head Teacher
……	……
Date:	Date:

Appendix A:

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

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

In 2012 we have learnt that:

Babies are particularly at risk from abuse and neglect including:

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

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

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

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

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

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

- Information gathering, sharing and recording.
- Assessing the complete circumstances of the child and family, including their history.

- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Seeing a child at home and where they sleep.

In 2013/2014 in summary form we learnt that:

Common Themes:

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

In 2016/17 in summary form we learnt that:

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

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

- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Working more SMART (ly) with children and Young people
- Effective information sharing to inform assessments
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices
- Staff to be reminded of a code of conduct and staff to operate by one

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

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

Relevant SCRs:

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and learning relevant for schools can be found on the Derbyshire Safeguarding Children's Board.