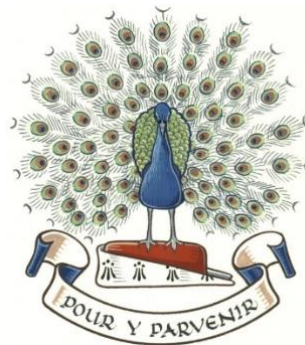


LADY MANNERS SCHOOL

SAFEGUARDING AND CHILD PROTECTION

POLICY



AIMS STATEMENT

At Lady Manners School we strive to attain the highest standards in our work, have respect for others and develop our individual talents.

1. INTRODUCTION AND CONTEXT

1.1 Responsibilities

Lady Manners School fully recognises its responsibilities for Child Protection and Safeguarding. This Policy sets out how the school will deliver these responsibilities.

This policy should be read in conjunction with:

["Working Together to Safeguard Children" \(July 2018\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) 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 via the following link: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

["Keeping Children Safe in Education" \(September 2019\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) which is the statutory guidance for Schools and Colleges. The guidance is available via the following link: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

"What to Do if Worried a child is being Abused: Advice for Practitioners" (March 2015). The guidance is available via the following link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

["Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" \(July 2018\)](https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice). The guidance is available via the following link: <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

["The Prevent Duty Departmental, advice for Schools and child care providers" \(June 2015\)](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty). The guidance is available via the following link: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Furthermore, we will follow the procedures set out by the Derbyshire Safeguarding Children's Board:

<http://derbyshirescbs.proceduresonline.com/>

In accordance with the above procedures, the School carries out an annual audit of its Safeguarding provision (S175 Safeguarding Audit, which is a

requirement of the Education Act 2002 & 2006) a copy of which is sent to the Local Derbyshire Safeguarding Children Board

1.2 Principles

Safeguarding arrangements at Lady Manners School are underpinned by three key principles:

- Safeguarding is everyone's responsibility: all staff, governors, volunteers and others carrying out work in the school play their full part in keeping children safe.
- That Lady Manners School operates a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.
- That all staff, governors, volunteers and others carrying out work in the school have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge of the process for raising allegations against professionals (see **Appendix A**). All those working in school should feel confident that they can report all matters of safeguarding children where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the students in mind at all times.
- We will aim to protect children using national, local and school child protection procedures.
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together To Safeguard Children 2018.

1.3 Definitions

Child: A child is anyone who has not yet reached their 18th birthday and is entitled to services or protection under the Children Act 1989, however, at Lady Manners School we are absolutely clear to staff and parents that our safeguarding protection and care apply to all young people who are students at the school.

Staff: The term staff used in this policy includes all employees and volunteers, contractors, agency workers and governors who carry out their role in the school.

1.4 Policy

There are six main elements to this policy, which are described in the following sections:

- The types of abuse that are covered by the policy;
- The signs of abuse that staff should look out for;
- How to report a concern, who to go to within school/college; including how /who to report to at the relevant agencies;
- Roles and responsibilities for Safeguarding;
- Expectations of staff with regard to Safeguarding, and the procedures and processes that should be followed, including the support provided to students;
- How the school will ensure that all staff are appropriately trained. This includes receiving regular updates and undertaking annual whole school training in safeguarding.
- How the school will ensure that all staff are checked for their suitability to work within the 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 and young people to learn and develop. We will cross reference to other relevant policies and make reference to them in this policy where appropriate.

2. TYPES OF ABUSE

2.1 Children who may require early help

Staff working within the school must be alert to the potential need for early help (see section 5) 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.
- not attending school or are at risk of exclusion from school.
- frequently 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).

These children are more vulnerable and we will identify who our vulnerable students are, and ensure that staff know the processes to secure advice, help and support where needed.

2.2 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' (2018) which is defined in the 'Keeping Children Safe in Education Statutory Guidance 2019' as:

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional Abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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:

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- 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).
 - Ensure access to appropriate medical care or treatment.
 - Respond to a child's basic emotional needs

Bullying (including prejudice-based and cyber bullying) is also abusive which will include at least one of the defined categories of abuse. Further information can be found in the school's Anti-Bullying Policy.

2.3 Specific Safeguarding Issues

There are specific issues that have become critical in Safeguarding. All staff will be made familiar with them and processes are in place to identify, report, monitor on them. In addition, students are educated appropriately with regard to the issues.

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together 2018
- 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/upskirting
- Peer on peer abuse
- Serious violent crime
- 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

3. SIGNS OF ABUSE

3.1 Physical Abuse

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

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

The physical signs of abuse may include:

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

Changes in behaviour that can also indicate physical abuse:

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

3.2 Emotional Abuse

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

Changes in behaviour which can indicate emotional abuse include:

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

3.3 Sexual Abuse

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

All staff and volunteers should be aware that men, women or other children are potential perpetrators. Girls and boys of any age may be the victim of sexual abuse. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who inform someone 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
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- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not being allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults

3.4 Neglect

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

The physical signs of neglect may include:

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

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

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

3.5 Specific Safeguarding Issues

In understanding the signs and indicators of specific issues listed earlier in this policy, Lady Manners School will incorporate signs of abuse and specific safeguarding issues in safeguarding into briefings, staff induction training, and ongoing development training for staff. The school/college will also access broad Government guidance, local procedures, strategies and tools through the [Derbyshire Safeguarding Childrens Board](#)

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.

3.6 Prevent Duties

Lady Manners School will ensure all staff adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Headteacher and Chair of Governors will:

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

Lady Manners School 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. A referral will be made into CHANNEL where the risk is identified and the pupil/student may need de-radicalisation.

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

3.7 Child Sexual Exploitation (Child Protection)

Risk factors may include:

- Going missing
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing

All suspected or actual cases of CSE 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 child, they will refer to the Safeguarding Designated Lead/s within the School

3.8 Female Genital Mutilation (FGM) (Child Protection)

The school recognises and understands that there is 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 child, they will refer to the Safeguarding Designated Lead/s within the School.

Signs may include:

- days absent from school

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- 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 where it is known that FGM is practiced.

3.9 Allegations of abuse against other children/Peer on Peer abuse (Child Protection)

We recognise that some children abuse other children or their peers. The reasons for this are complex and are often multi-faceted. We understand that we need 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.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. This may mean a referral into the Police and Social Care. The school will consider and may apply the disciplinary policy. The school will 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
- upskirting
- sexual violence
- hate
- homophobia
- based on gender differences and orientation
- based on difference

We will pay adherence to the guidance “Sexual Violence and Sexual Harassment in Schools/Colleges between children” (December 2017) and have a strategy in the school to identify, report and respond to any issues/incidents raised. We aim to challenge this type of abuse. We also aim to use approaches in the curriculum to address and tackle peer on peer abuse.

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

Lady Manners 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 2018 on Searching Screening and Confiscation Advice for Schools](#)

3.11 The criminal exploitation of children: County Lines

Signs which may indicate criminal exploitation:

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

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

3.12 Carrying knives/offensive Weapons and Gang Culture

Bringing and carrying a knife/offensive weapon onto school premises is a criminal offence and immediate action will be taken by calling the police and informing the informed.

The guidance on Searching, Screening and Confiscation for Headteachers, schools and Governors, January 2018 will be consulted and the school will consider application of the disciplinary procedure.

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

3.13 Serious Violent Crime

Possible indicators that may signal that children are at risk from, or involved with, serious violent crime are:

- Unexplained gifts or new possessions. These can indicate that children have been approached by or involved with individuals associated with criminal networks or gangs
- Increased absence from school
- Change in friendship or relationships with others or groups
- Significant decline in performance
- Signs of self harm or significant change in well being
- Signs of assault or unexplained injuries

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

4. SAFEGUARDING ROLES AND RESPONSIBILITIES

4.1 All staff have responsibility for the following:

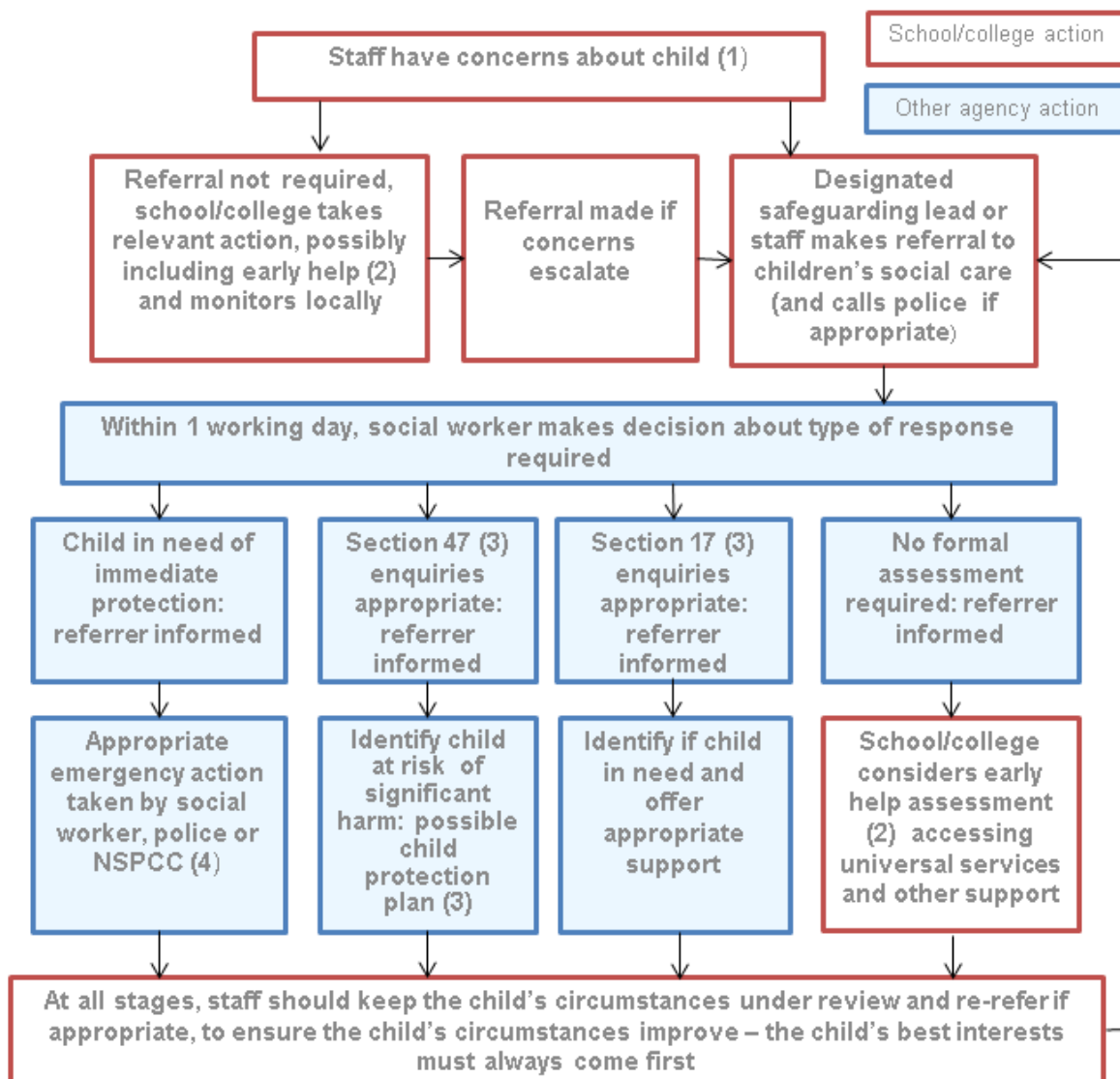
- Being aware of the Derby and Derbyshire Safeguarding Procedures, <http://derbyshirescbs.proceduresonline.com/index.htm> and ensuring these procedures are followed.
 - Listening to, and seeking out, the views, wishes and feelings of children, ensuring in this that the child's voice is heard and referred to.
 - Knowing who the School Designated Lead and Deputy Designated Lead for Safeguarding are and the relevant link person for Children in Care/Looked After Children, SEND and Anti- Bullying, including who is the School link Governor for Child Protection, the Link Governor for Anti-Bullying and Safeguarding (see **Appendix B**).
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- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead in the School.
 - Being aware of the 'Allegations Against Professionals' procedures (see **Appendix A**) and feel confident in being able to use them including raising concerns about other staff and the setting.
 - Knowing about confidential reporting procedures and where to get information and support on this (please see the school's Confidential Reporting Code).
 - Being aware of the Guidance for Safer Working Practice and Keeping Children Safe in Education and the school's Staff Code of Conduct.
 - Ensuring that their Child Protection training is up to date, and is taking place at least annually.
 - Sharing information and working together with agencies to provide children with the help and support they need.
 - Supporting students 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.
 - Ensuring that if it is considered that a 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.
 - Raising concerns regarding a child with the Designated Safeguarding Lead(s) who will normally decide take the next step, however, any member of staff can make a referral.
 - Enquiring further and obtaining feedback if they are unclear about what has happened to their concerns following a referral.
 - Being aware of the 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, and of the Confidential Reporting Code (Whistle Blowing 2015) which can be accessed on the Derbyshire Safeguarding Children Board website or the Derbyshire Schoolsnet site under the Keeping Children Safe in Education tile.
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- Being aware of Extremism, including the signs of, being alert to concerning behaviours and ideologies considered to be extreme; as well as having an understanding of the British Value 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/colleges.
 - Knowing about Prevent duties and will report any concerns to the Safeguarding Designated Lead who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process.
 - Learning from the outcomes of serious case reviews and Thematic Learning Reviews (see **Appendix C**).
 - Referring and adhering to Children Missing from Education (CME) processes 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 the school/college has to those who are thinking about or who are about to home educate, including those who have been removed from a school/college 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. The school will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed.
 - Recognising their roles and responsibilities to SEND children and that those children 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.
 - Being aware of the 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.
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- Recognising that children are capable of abusing other children or their peers and working to reduce and eliminate such behaviour in their setting.
- Knowing about child sexual exploitation and trafficking and that they should seek advice and report any issues / incidents.
- Recognising a child may be criminally exploited or involved in gang culture and should seek advice and report any issues /incidents.
- When using reasonable force, ensuring it is in line with national guidelines and takes into account individual student needs and risk management /care plans and in particular with regard to SEND.
- Recognising homelessness and the impact of the student facing homelessness, or who is homeless.
- Sharing and reporting a concern, knowing how to do this and record where appropriate in the role:

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Appendix A.
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. 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 s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children

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

4.2 **Governors and Senior Leaders are responsible for:**

- Taking leadership responsibility for the school's safeguarding arrangements.
 - Ensuring that they are up to date with emerging issues in safeguarding and know about strategies by the Local Authority in trying to keep children safe in Derbyshire.
 - Ensuring there are robust safer recruitment procedures and a framework of checks, tracking and monitoring.
 - Ensuring that there is a nominated link Governor for Child Protection and Safeguarding who can provide a link to the Local Authority on matters of Safeguarding in the school and are in liaison with other partners and agencies.
 - Ensuring that there is a Designated Safeguarding Lead (DSL) for Child Protection, appointed from the Senior Leadership Team who oversees and line manages the activities of all other leads in the school. The number of DSLs will be sufficient depending upon the size and demands of the school.
 - Ensuring that the DSLs are fully equipped to undertake the role and that they have access to the appropriate training and with updates at least annually and with certified training every two years.
 - Ensuring 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. 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 we have a nominated link Governor for Children in Care/ Looked after Children and SEND.
 - Ensuring that we have an appointed teacher who is responsible for looked after children who understands his/her safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and the school's procedures for reporting, responding and recording Child Protection concerns.
 - Ensuring that there are procedures in place for handling allegations against staff (**Appendix A**) and that any concerns raised are brought to the attention of the Local Authority Designated Officer (LADO) in every case.
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- Ensuring that all staff are given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues, familiarisation with Child Protection responsibilities and school policies and procedures. The induction will also include procedures to be followed if anyone has any concerns about a child's safety or welfare. Summary information that will be made available to all staff is at **Appendix D**.
 - Ensuring that all staff have regular reviews of their own practice to ensure ongoing professional development.
 - Ensuring that all staff receive the appropriate training which is regularly updated.
 - Ensuring that we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families.
 - Ensuring that policies such as those for behaviour and bullying, are kept up to date.
 - To ensure that children are taught about Safeguarding, including on line safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
 - That the curriculum will implement sex and relationship teaching and make best use of Personal Social and Health Education to cover Safeguarding issues with children.
 - Ensuring that there is an Online Safety Policy in place that is equipped to deal with a widening range of issues associated with technology.
 - Understanding the need to identify trends and patterns regarding Children Missing from Education and to respond to / refer where required.
 - That we understand the updated definition of child sexual exploitation and expectations around identifying, reporting and responding to any potential or actual cases.
 - Notifying the Children's Social Care department if there is an unexplained absence of a student who is the subject of a Child Protection Plan.
 - Notifying the Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered.
 - Ensuring that the Local authority protocol on reporting concerns about extremism or views considered to be extreme is used. This may include a referral to PREVENT/CHANNEL and/or social care.
 - Acting on the 'Learning from Serious Case Reviews' – see **Appendix C**;
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- Ensuring that all staff are made aware of the Confidential Reporting Code.
 - Ensuring that all child protection records are kept centrally, kept up to date, are secure and reviewed annually.
 - Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including via the schools website.

4.3 Creating a safe environment

- We will ensure that our staff 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 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, through the School Council.
 - We will ensure that the building, including its surroundings, are safe and one where children can feel safe. Security within the school is carefully managed and reviewed annually. All visitors to the school must sign in, show any official identification that they have and be accompanied by a school employee at all times while on the premises. A lower level of supervision will be required where the school is satisfied that the visitor has had the relevant checks carried out.
 - We will ensure that parents/carers know about our principles in Safeguarding, and that they along with the local community are able to participate in any policy, procedure or initiative which contributes to the safety of the children in our local community.
 - We will ensure that students are made aware of the processes by which they can report concerns or make complaints about others. This is reinforced through assemblies, the PSHE programme and pastoral staff.
 - The school is fully aware of the relevant Health and Safety legislation and complies with all aspects of this in order to keep both student and staff safe. Risk assessments are undertaken when required and advice is sought from the Local Authority Health and Safety team as appropriate.
 - We recognise the host families, homestays/exchange visits abroad and the need to provide safe provision and exchanges. 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
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and that of the health, safety and 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.

4.4 Safer Recruitment/Staffing

- We will prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- We will ensure that volunteers are adequately supervised, and aware of the differences between supervised and unsupervised interaction with children. We have risk assessments in place for volunteers in the school undertaking activities with children.
- We will 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 are aware of the Disqualification by Association rules and have a relevant procedure in place which can be applied if required.
- We have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned. We are aware that this is a legal duty (see **Appendix A**).
- We will ensure that if a Governor is involved in regulated activity then that person has the appropriate checks required.
- We will ask for written confirmation that third parties who hire our premises have the appropriate safeguarding procedures in place.
- 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 children, the school, the local community and or viewed to be inflammatory (e.g. banned political groups).
- When students attend off-site activities we check that effective safeguarding and child protection arrangements are in place. In particular, staff responsible for careers and employability will ensure that the procedures for safeguarding and child protection are fulfilled. Specific details relating to extended work experience placements can be found in the Careers, Employability and Enterprise Policy.

Safer Recruitment practices and the requirements outlined in the 'Keeping Children Safe in Education' and any supporting DBS documentation are followed in all recruitment processes.

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

All interview panels will have at least one member who has undergone Safer Recruitment Training. In all cases we will:

- Check the identity of candidates, including their right to work in the UK
- Check the professional qualifications of the candidates
- Make overseas checks where relevant
- Ask for and follow up at least two references
- Scrutinise applications for gaps in employment and refer to the Self Disclosure form.
- Include at least two questions regarding safeguarding.

Lady Manners School has a single central record which will detail the checks carried out on all staff who work in the school. The record is continually updated and regularly reviewed in line with changing requirements and reported to the Personnel Committee.

We will ensure that all staff are aware of Safer Recruitment, Safer Working Practices and the school's Staff Code of Conduct and that the recommendations are followed.

4.4.1 The Disclosure and Barring Service (DBS)

The Disclosure and Barring Service helps employers make safer recruitment decisions which helps prevent 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-employment checks following an offer of employment, including for unsupervised volunteering roles, for all staff engaging in regulated activity and also for Governors of the school. The definition of regulated activity can be

found in Part V of the Protection of Freedoms Act 2012 and at DBS Guides to Eligibility <https://www.gov.uk/government/publications/dbs-regulated-activity>

The statutory guidance on regulated activity will be adhered to. A volunteer who has not undertaken a DBS check will be appropriately supervised. See **Appendix E** for the procedure for recruiting volunteers and **Appendix F** for the procedure for accepting third party staff through an agency.

We will follow advice on DBS checks including:

- 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).

5. SAFEGUARDING PROCESSES AND PROCEDURES

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 Derbyshire Safeguarding Children's Board policies and procedures guidance, available at <http://derbyshirescbs.proceduresonline.com/index.htm>

A threshold Document is available and assists with meeting a child's needs in Derbyshire and can be found at <http://derbyshirescbs.proceduresonline.com/pdfs/thresholds.pdf>

5.1 Early Help

All staff 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.

The provision of Early Help Services forms part of a continuum of help and support to respond to the different levels of need of individual children and families – for more information all staff can refer to Derbyshire's 'Early Help Offer' and Starting Point

https://www.derbyshire.gov.uk/social_health/children_and_families/support_for_families/default.asp?VD=startingpoint

Lady Manners School provides early help provision through our Student and Family Support Manager. Referrals are made via the Pastoral Team and a central system allows for robust record keeping. An open communication channel with the Designated Safeguarding Lead allows for information sharing

and effective and timely procedures around stepping up to Children's Social Care.

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 calls are received they are screened, and advice is given around the next steps to take. All contacts will be passed to a Social Work Senior Practitioner.

In all cases the Senior Practitioner will decide which service within Children's Social Care is best placed to meet that child's needs and the information will be passed to either our Student and Family Support Manager or Children's Social Care for assessment.

5.2 Referring to Children's Social Care

Lady Manners School will ensure all staff are aware that if they have any concerns about the welfare and safety of a child, discussions should take place with the Designated Safeguarding Lead as soon as they are aware or know about a concern and that the Designated Safeguarding Lead will report that concern as soon as possible. The Designated Safeguarding Lead will act upon the information received; however, we also recognise that anyone 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 must be made 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.

When a member of staff or another person has concerns for a child, and if the school is aware that the case is open to the Student and Family Support Manager or another authority's Multi-Agency Team, the case will be discussed 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.

Schools should 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.

Essential information that is required for making a referral includes:

- Full names and dates of birth for the child and other members of the family.
- Address and daytime telephone numbers for the parents, including mobile telephone numbers.
- The child's address and telephone number.
- Whereabouts of the child (and siblings).
- Child and family's ethnic origin.
- Child and family's main language.
- Actions taken and people contacted.
- Any special needs of the child, including the 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 required:

- Addresses of wider family members.
- Previous addresses of the family.
- Schools and nurseries attended by the child and other children 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.

Where there is a difference of professional opinion schools are able to escalate their concerns using the [Derby City & Derbyshire Escalation Policy](#) available on the Derbyshire Safeguarding Board's website.

5.3 Records

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. We will endeavour to keep centralised records, hold them as private and confidential records but

allow access to key staff that are designated in a role to safeguard children at the school.

We will follow the Local Authorities' current guidance on the Child Protection Record Keeping Guidance for Schools (incl Transfer, Storage & Retention - July 2017) 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 Dealing with allegations against staff and volunteers who work with children

The procedure for dealing with allegations against staff and volunteers who work with children can be found at **Appendix A**. The procedure is based on 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff), which can be found via the following link: www.derbyshirescb.org.uk (Section 2 of the procedures) and Part Four of Keeping Children Safe in Education.

5.5 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

Out of hours Call Derbyshire (Derbyshire Adults 18+)

Tel: 01629 533190

Police Non Emergencies

Tel: 101

LADO (Local Authority Designated Officer)

Professional.Allegations@derbyshire.gov.uk

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

Link - [Report Child Abuse](#)

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. SUPPORTING STUDENTS AT RISK

Personal well-being makes a major contribution to the development of young people. Students who can embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives are able to take increasing responsibility for themselves, their choices and behaviours and make a positive contribution to their family, school and the community.

Children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will support the student through:

- 6.1 The content of the curriculum in order to encourage self-esteem, confidence, self-motivation and raise awareness of risk-taking behaviour and how to stay safe.
- 6.2 The school ethos which promotes a positive, supportive and secure environment, respect for others and gives students a sense of being valued.
- 6.3 Pastoral staff and student support staff actively supporting identified vulnerable students in school through Pastoral Support programmes, Multi Element Plans and the use of the Common Assessment Framework. Their well-being is monitored closely and liaison is made with other agencies and parents or carers as appropriate.
- 6.4 Liaison with other agencies that support the student such as children's social care, Area Multi Agency Team, Child and Adolescent Mental Health Service, education welfare service and educational psychology service.

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- 6.5 Ensuring that, where a student who is the subject of a child protection plan leaves, information is transferred to the new school immediately and that the child's social worker is informed. Child protection information will be transferred securely and separately from the child's education file.

7. PHOTOGRAPHY AND IMAGES

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images so safeguards are required.

To protect students the school will:

- seek parental consent for photographs to be taken or published (for example, on the school website or in newspapers or publications)
- seek student consent
- not publish images with names or captions which identify individuals without first obtaining specific permission from the parent/carer and student
- ensure students are appropriately dressed
- encourage students to tell us if they are worried about any photographs that are taken.

8. MANAGEMENT OF THE POLICY

The Governing Body will oversee the policy, ensure it is implemented and displayed on the school website and review its content on an annual basis.

The Safeguarding Designated Lead will complete the S175 Safeguarding Audit with an Action Plan which will be used to report on Safeguarding activity and progress. A copy will be submitted to the Governing Body annually and to the Child Protection Manager for Schools at Derbyshire County Council.

The Headteacher will report any significant issues to the Chair of the Governing Body that may have an impact on Safeguarding in the school and use the processes with the Local Authority to report these.

The policy is monitored and evaluated on a regular basis as part of the half termly safeguarding meetings which include the Headteacher, Designated Safeguarding Leads and the Safeguarding Link Governor. Safeguarding audits are reported to this group.

The Safeguarding Link Governor also visits school to check the Single Central Record and to discuss other safeguarding issues that arise.

APPENDIX A

PROCEDURE FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST STAFF AND VOLUNTEERS

This procedure is based on Chapter 2.2 of the Derbyshire Safeguarding Children Board – Derby and Derbyshire Safeguarding Children Procedures and complies with Keeping Children Safe in Education (DfE, 2019).

Scope

All references to 'staff' or 'members of staff' should be interpreted as meaning all paid or unpaid staff, professionals and volunteers. This procedure also applies to any person who manages or facilitates access to the school.

If concerns arise about a person's behaviour in regard to his/her own children or family, the Police and/or Children's Social Care will consider informing the Local Authority Designated Officer (LADO) and the person's employer in order to assess whether there are implications for children with whom the person has contact at work.

Introduction

This procedure should be applied when there is an allegation or concerns that any person who works with children in connection with his/her employment or voluntary activity has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved in a way that indicates s/he would pose a risk of harm if they work regularly of closely with children.

These behaviours should be considered within the context of the four categories of abuse i.e. physical, sexual and emotional abuse and neglect, and include concerns relating to conduct at or outside work, and inappropriate relationships between members of staff and children or young people. For example:

- Having a sexual relationship with a child under 18 or any student at Lady Manners School if in a position of trust in respect of that child (even if consensual) - see ss 16-19 Sexual Offences Act 2003);
- 'Grooming' i.e. meeting a child under the age of 16 with intent to commit a relevant offence (see s15 Sexual Offences Act 2003);
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature e.g. inappropriate text/email messages or images, gifts, socialising;
- Possession of indecent photographs/pseudo-photographs of children;
- Inappropriate behaviour towards children and/or conduct (i.e. social media, domestic abuse).

The Local Authority Designated Officer (LADO) is available for advice and support and this does not necessarily mean all discussions will lead to a LADO referral or process.

All agencies must have mechanisms to identify patterns or complaints or concerns raised about a member of staff which taken together raise suspicions of harm and therefore warrant referral.

If concerns arise about a person's behaviour in regard to his/her own children or family, the Police and/or Children's Social Care need to consider informing the Local Authority Designated Officer (LADO) (also known as Designated Officer for the Local Authority) and the person's employer in order to assess whether there are implications for children with whom the person has contact at work. Concerns about an adult at risk should be referred to Adult Social Care.

There should be a clear distinction between an allegation, a concern about the quality of care or practice and a complaint. The school has a 'Confidential Reporting Code' which is referenced in staff induction and made available to all staff.

A number of other school policies may also be relevant to the handling of any allegation of harm to a child made against a member of staff. These include:

- Staff Disciplinary Policy
- Confidential Reporting Code
- Intimate and Personal Care
- Physical Intervention Policy
- Acceptable Use of ICT
- Recruitment and Appointment of Staff Procedure
- Safe Working Practice
- School Complaints Procedure
- Continuous Professional Development (to ensure relevant training is kept up to date)

Roles and Responsibilities

If a member of staff of volunteer receives an allegation against another member of staff, or if they have concerns about the behaviour of another member of staff, the matter must be reported straight away to the Headteacher. If the Headteacher is absent, the concerns should be reported to Mrs D Ridley (Deputy Headteacher) or if both are absent, any other member of the Senior Leadership Group. If the concerns or allegation relates to the Headteacher, the matter should be reported to the Chair of Governors or, if this is not possible, direct to the LADO. References to "Headteacher" in the procedure below should be taken to mean "the person in school to whom the report is made".

Mrs D Ridley (Deputy Headteacher) is the school's Designated Safeguarding Lead with responsibility for:

- Ensuring that the school deals with allegations in accordance with these procedures,
- Resolving any inter-agency issues,
- Liaising with the Derbyshire Safeguarding Children Board (DSCB) on the subject.

The Local Authority has a designated officer (LADO) to:

- Be involved in the management and oversight of individual cases,
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- Create a 'LADO' record on Children's Social care electronic systems,
 - Provide advice and guidance to employers and voluntary organisations,
 - Liaise with the Police, Social Care and other agencies,
 - Monitor the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process.

The Detective Inspector from the Police Central Referral Unit (CRU) will:

- Have a strategic oversight of the local Police arrangements for managing allegations against staff and volunteers,
- Liaise with DSCB on the issue,
- Ensure compliance.

The Police Central Referral Unit should designate a detective sergeant(s) to:

- Liaise with the LADO,
- Take part in strategy discussions,
- Create a referral and determine if a crime is to be recorded; where a child alleges assault and has an injury, an alleged crime will always be recorded;
- Review the progress of the cases in which there is a Police investigation,
- Ensure the LADO is updated with the outcome of a criminal investigation or related prosecution.

Initial Considerations

The first priority must be to ensure the immediate safety of the child and other children affected, or those child/children in contact with the individual (including their own children).

Some allegations will be so serious they require immediate intervention by Police and/or Social Care. In these situations the employer will need to involve the Police (for example if the person is deemed to be an immediate risk to children or there is evidence of a criminal offence) and/or Children's Social Care where there are immediate Child Protection concerns e.g. where a child has been injured. Where there is no such evidence, the Headteacher should discuss the allegations with the LADO in order to help determine whether Police and/or Social Care involvement is necessary.

The Headteacher should not ask the employee any questions that will interfere with any investigation.

The Headteacher should immediately complete the LADO Referral Form and email securely to GCSX.CAYAProfessionalallegations@derbyshire.gcsx.gov.uk

The Headteacher should then discuss the allegation with the LADO within 1 working day. Allegations made to the Police and / or Children's Social Care should also be immediately reported to the LADO. The purpose of an initial discussion is for the Headteacher and LADO to consider the nature, content and context of the allegation and agree a course of action.

The LADO may ask the employer to provide or obtain relevant information, such as previous history, whether the child or the family have made similar allegations and the individual's current contact with children.

The discussion is likely to include:

- Clarification whether the allegation is within the scope of these procedures;
- Whether the allegation is demonstrably false or unfounded (without conducting an investigation, occasionally it can be identified that the allegation cannot be accurate);
- The nature of the concern, how and why it has arisen, any previous information about the child or the individual who is the subject of the allegation and their relationship (including any previous allegations made by the child);
- Any relevant background information including any particular history between the child and individual staff member;
- Any arrangements to secure the immediate safety of the child/ren, including consideration of the safety of the individual's own children;
- The necessity for a strategy meeting and whether Police and Children's Services should be contacted;
- Clarification whether, if the allegation is unlikely to lead to a police investigation, witness statements should be taken, including from the individual, as soon as possible.
- An important outcome of the discussion with the LADO is for the Headteacher (or other designated person) to clarify whether the subject of the allegation can be provided with any information at this stage.

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above in the Introduction or may do so without warranting consideration of either a Police investigation or enquiries by Children's Social Care.

The LADO will consult with Children's Social Care and the Police as appropriate and inform the Headteacher of any intention to do so.

Regulatory bodies such as [Ofsted](#), will need to be informed of any allegations made against members of staff who work in specific sectors. It is the responsibility of the Headteacher to make the appropriate referrals. The regulatory bodies will be informed of the outcomes of strategy meetings held under these procedures.

Where an individual works for a contracted service, the commissioner of that service may also need to be informed and involved in subsequent discussions. Where an individual is self-employed, an agreement must immediately be reached as to which agency - Social

Care, Police or regulatory body, or the LADO - will take responsibility for communication with the individual.

There are up to three strands in the consideration of an allegation:

- A Police investigation of a possible criminal offence;
- Children's Social Care enquiries and/or assessment about whether a child is in need of protection or services;
- Consideration by an employer of disciplinary action, including undertaking an immediate initial risk assessment.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by the employer and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The employer should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

The Headteacher will seek advice from LADO regarding the point at which information should be shared with the subject accused. The LADO will make an informed decision based on the circumstances of the case, in consultation with Police, and provide necessary leaflets for the Headteacher to distribute. It is extremely important that the Headteacher provides the subject with as much information as possible at that time. However, where a strategy discussion is needed, or Police or Children's Social Care need to be involved, the Headteacher should not do that until those agencies have been consulted, and have agreed exactly what information can be disclosed to the accused.

If the allegation is not demonstrably false or unfounded, and there is cause to suspect a child is suffering or is likely to suffer significant harm, a referral will be made to Children's Social Care. If the allegation is about physical contact, the strategy discussion or initial evaluation with the Police will take into account that some injuries may have been sustained in the course of reasonable restraint. The initial evaluation with the police or the strategy discussion will take account that teachers and other designated school staff are entitled to use reasonable force to control or restrain students in certain circumstances, including dealing with disruptive behaviour. The Physical Intervention Policy should inform the evaluation of the situation.

A strategy discussion should be convened in accordance with Child Protection Section 47 Enquiries Procedure, Strategy Discussions/Meetings; this meeting does not involve the accused person.

Where there is not an identified child, but there is still potential risk to children in general, the LADO together with the Headteacher and Police should consider who should conduct any investigation. A strategy meeting may also be necessary to evaluate the information and agree a course of action.

Where it is clear that an investigation by the Police or Children's Social Care is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the Headteacher. In those circumstances, the options open to the Headteacher depend on the nature and circumstances of the allegation and the evidence

and information available. This will range from taking no further action to eventual dismissal or a decision not to use the person's services in the future.

In some cases, an investigation will be needed to enable a decision about how to proceed. If so, the LADO should discuss with the Headteacher how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school. In some circumstances such as the lack of resource within the school, or the nature or complexity of the allegation, the Headteacher may wish to consider commissioning an independent investigator. The Local Authority can provide an independent investigator through the Children and Younger Adults Human Resources Department.

The Headteacher will seek a written account from the accused person outlining their perspective of events leading to the allegation. If the individual wishes, this account may be shared at the strategy meeting, though they must be made aware that the Police will be present and may use this account as evidence in their investigation. The accused person will be advised to consult their professional association or trade union representative before submitting an account. The individual who is the subject of the allegation does not attend the Strategy Meeting in person.

Suspension

The possible risk of harm to children posed by an accused person needs to be effectively evaluated and managed - in respect of the child(ren) involved in the allegations, and any other children in the individual's home, work or community life. In some cases that will require the school to consider suspending the person until the case is resolved, or make other arrangements to remove the accused person from contact with the child/children, until the investigation is complete. If the Headteacher is concerned about the welfare of other children in the community or the accused person's family, these concerns should be reported to the LADO.

Suspension will not be an automatic response when an allegation is received and all options to avoid suspension will be considered (e.g. redeployment, providing supervision when the accused has contact with children, moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and only in consultation with parents).

Depending on the nature of the allegation the Headteacher will consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended. Suspension will be considered in any case where there is cause to suspect a child is at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by the Headteacher and LADO. This will include the alternatives to suspension that have been considered and why they were rejected. The accused person will be given written confirmation, usually within one working day, giving as much detail as appropriate for the reasons for the suspension. The

Headteacher should also inform the person of who their named contact is within the organisation, their contact details and the support available to them. More information about suspension can be found in the school's Staff Disciplinary Policy.

The power to suspend is vested in the Headteacher and the Governing Body who will seek advice from the school's Human Resources provider and the LADO. The Local Authority, the police, or children's social care cannot require the school to suspend a member of staff or a volunteer although they should give appropriate weight to their advice. Where a strategy discussion or initial evaluation concludes that there should be enquiries by social care and/or an investigation by the police, the LADO will consult with those agencies about whether the accused member of staff needs to be suspended from contact with children, and will inform the Headteacher of those views.

If a suspended person is to return to work, the employer should consider what help and support might be appropriate, for example a phased return to work and/or provision of a mentor, and also how best to manage the member of staff's contact with the child concerned, if still in the work place.

Supporting Those Involved

Employers have a duty of care to their employees. The school will act to manage and minimise the stress inherent in the allegations process. Support for the individual is key to fulfilling this duty. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by Children's Social Care or the Police. In most cases, information about the allegation will be shared with the individual within 3 days (at the latest). If the individual is suspended, the initial suspension review meeting will be held within 5 working days, unless an alternative is agreed with the individual. A review of the suspension will take place every four weeks thereafter.

A named representative (not the investigating officer) will be appointed, to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Where an individual is self-employed, agencies and the LADO must agree who will supply this function.

The individual will be advised to contact their trade union representative if they have one, or other source of professional support. They will also be provided with access to welfare counselling or medical advice.

Where the individual is suspended, a Contact Officer will be appointed to ensure the individual is kept informed of progress of the case and current work issues. Social contact with colleagues will not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence. The initial suspension review meeting will be held within 5 working days, unless an alternative is agreed with the individual. Thereafter, four-weekly reviews will be undertaken. Please see the school's Staff Disciplinary Policy for information on the role of the Contact Officer during suspension.

Minutes from the Strategy Meeting will not be shared with the individual against whom the allegation is made, however, it is expected that the individual will have access to the following information:

- A copy of the Local Safeguarding Children Board's Procedure for Allegations of Abuse made against a Person who works with Children,
- Information on how to access legal/union advice and representation,
- Any relevant information on the process. These do not replace the need for a face to face discussion, but provide a framework for discussion,
- Information on the process of the enquiry and planned timescales,
- Information on the interviews which may be conducted,
- Information on independent support which may be available.eg, employee counselling service, professional association/ Union, General Practitioner, Teacherline.

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a Strategy Discussion is required, or Police or Children's Social Care need to be involved, the parents/carers will not be informed until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents/Carers will be kept informed about the progress of the case, and told the outcome (i.e. whether substantiated or not). Where there is a criminal investigation, the Police have a responsibility to keep a victim informed, and any prosecution is in the public domain, however they cannot be told the outcome of any disciplinary or other internal process. Where the allegation is against a teacher, parents and carers will also be made aware of the prohibition on reporting or publishing allegations about teachers. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice.

The school together with Children's Social Care and/or Police, where they are involved, should consider the impact on the child concerned and provide support as appropriate. Liaison between agencies should take place to ensure that the child's needs are addressed.

Confidentiality

Every effort will be made to maintain confidentiality and protect those involved and guard against unwanted publicity while an allegation is being investigated or considered. When allegations are made against a teacher the school will comply with the Education Act 2011, which introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a student from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so. Breaching the reporting restrictions is a criminal offence; publication includes any speech, writing, relevant programme or communication in whatever form, which is addressed to the public at large or any section of the public; this includes social networking sites.

The police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. In exceptional cases where the police might depart from that rule, e.g. an appeal to trace a suspect, they must apply to a magistrates court to request that reporting restrictions be lifted.

The school will take advice from the LADO, Police and Children's Social Care to agree the following:

- Who needs to know and what information can be shared;
- How to manage speculation, leaks and gossip;
- What, if any, information can be reasonably given to the wider community to reduce speculation; and
- How to manage press interest if and when it should arise.

The school will determine whether staff at the school are briefed with more information than the wider school community, including reminding staff of the strict confidentiality of any information provided and the response to give to any external enquiries. The opinion of the individual staff member and the LADO should be sought and every effort made to reach agreement on what will be communicated. At the minimum the individual should be informed of what will be communicated to appropriate sections of the school community.

The school will consult with the LADO concerning any communication from the press and in relation to media coverage of the case. A central strategy will be formulated with the school, involving the Council's press office, senior officers and HR advice. It is important that a single approach to communication is agreed with all relevant parties/agencies.

Resignations and Compromise Agreements

The fact that a person tenders his or her resignation, or ceases to provide their services, will not prevent an allegation being followed up in accordance with these procedures.

The school will also make a referral to the Disclosure and Barring Service (DBS) and any regulatory body when the criteria are met. There is a legal duty to refer to the DBS and not doing so is a criminal offence.

Every effort will be made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the person will be given a full opportunity to answer the allegation and make representations about it, including a written response. The process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be regarded as substantiated on the basis of all the information available, will continue even if that cannot be done or the person does not cooperate.

Settlement/Compromise Agreements (by which a person agrees to resign and the school agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference) will not be used in these cases. Such an agreement will not prevent

a thorough police investigation, or a referral to the Disclosure and Barring Service or DfE where that is appropriate.

Organised and Historical Abuse

Investigators should be alert to signs of organised or widespread abuse and/or the involvement of other perpetrators or institutions. They should consider whether the matter should be dealt with in accordance with complex abuse procedures which, if applicable, will take priority. Historical allegations should be responded to in the same way as contemporary concerns. It will be important to ascertain if the person is currently working with children and if that is the case, to consider whether the current employer should be informed.

Information Sharing

In a strategy discussion or the initial evaluation of the case the agencies concerned will share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim.

Where the police are involved, wherever possible the school will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process. This should be done as the investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

Children's social care will adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation is in need of protection or services so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the school without delay.

The school representative attending the strategy meeting is advised to establish whether other agencies are expecting, and planning, to be able to share information from their enquiries if, and when, the case is handed back to the school for use in any disciplinary procedure.

The staff member who is the subject of the allegation will be reminded of the advice to consult their Trade Union/Professional Association representative, as they may benefit from guidance on the benefits and implications of giving consent to the sharing of their statement.

Record Keeping

Details of allegations that are found to have been malicious will be removed from personnel records. For all other allegations, a clear and comprehensive summary of the allegations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on a person's confidential personnel file, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference if the person has left the school. It will provide clarification in cases where a future Disclosure and Barring Service certificate reveals information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary reinvestigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record will be retained until the person has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

Notes of each strategy meeting will be sent to:

- Social worker
- Chair of meeting
- Police, if present
- Child Protection Support Officer (for tracking purposes)
- The Case manager for the employer (e.g. Headteacher or Chair of Governors)
- Any other invitees

Timescales

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. Every effort will be made to manage cases to avoid any unnecessary delay. The time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation.

However, where possible, the following timescales will be observed:

- Where it is clear immediately that the allegation is unsubstantiated or malicious, the case should be resolved within one week.
- The decision about the need for a strategy meeting should be taken within 5 working days.
- If no formal disciplinary action is required, the Headteacher should instigate any appropriate follow up action within 3 working days.
- Any disciplinary investigation and subsequent action will be progressed as quickly as possible as detailed in the school's Staff Disciplinary Policy.

Where it is decided that there will be no police involvement, it will be for the Headteacher to deal with the case. If there are still child protection concerns the Headteacher should discuss these with the LADO.

Oversight and Monitoring

The LADO has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any interagency issues, and for liaison with the Local Safeguarding Children Board (LSCB) on the subject. The LADO will provide advice and guidance to the school, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Police forces will also identify officers who will be responsible for liaising with the LADO, taking part in strategy discussion or initial evaluation, subsequently reviewing the progress of cases in which there is a Police investigation, sharing information on completion of the investigation or any prosecution.

If the Strategy Discussion or Children's Social Care single assessment decides that a Police investigation is required, the Police should also set a target date for reviewing the progress of the investigation and consulting with the Crown Prosecution Service (CPS) about whether to charge the individual, continue to investigate or close the investigation. Wherever possible that review should take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

Action on Conclusion of a Case

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient identifiable evidence to prove the allegation;
- **False:** there is sufficient evidence to disprove the allegation;
- **Malicious:** there is clear evidence to disprove the allegation, that there has been a deliberate act to deceive and the allegation is entirely false;
- **Unsubstantiated:** this is not the same as a false allegation. It means that there is insufficient evidence to prove or disapprove the allegation. The term therefore does not imply guilt or innocence.

The conclusion of any investigation should be clearly communicated in writing by the LADO to the school, who is then responsible for communicating this to the individual along with any actions agreed within the investigation. Where an individual is self-employed, it must be clearly agreed who will undertake this task and ensure the agreed action is put in place.

If an individual disputes the outcome of an investigation, their right of challenge will ordinarily be with the employer through disciplinary appeal or grievance procedures. By agreeing actions with the LADO or in a strategy meeting, the school will have accepted responsibility for these decisions and must be able to justify them to an employee or in any employment process.

If the individual has a complaint about the process rather than outcome, they should be informed about the Local Authority complaints procedure.

At the conclusion of the case, agreement will be reached on the following:

- What information will be given to the child'/parents and persons affected by the investigation and how, and by whom, this will be done,
- What information will be placed on files relating to children and staff
- In the case of malicious allegations whether the record of this should be destroyed or retained in the staff member's personal file.

The safeguarding team's Business Services Officer will be notified of the outcomes of all cases, including the outcome of any disciplinary procedures. In addition the officer will ensure the Headteacher/Chair is informed about the outcomes of any criminal action or child protection enquiry. The LADO will make arrangements for liaising with the Headteacher/Chair concerning any action agreed, to ensure that these are implemented.

Individuals may apply for access to their record under subject access procedure; such applications will be considered by the LADO and relevant documents, appropriately redacted, will be shared.

If a person who has been suspended can return to work the Headteacher will consider how best to facilitate this. The Headteacher should consult the LADO about any remaining safeguarding issues or measures. Most employees will benefit from some help and support to return to work after a stressful experience. Depending on the circumstances, a phased return and or the provision of a work-place mentor to provide assistance and support in the short term may be appropriate. The Headteacher should also consider how best to manage the staff member's re-integration into the school community, in particular with the child or children who made the allegation. Depending on the staff member's terms and conditions, there may need to be a calculation of whether the employee has any holiday owing.

Action Following a Criminal Investigation or a Prosecution

The police or the CPS will inform the school and LADO immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to prosecute after the person has been charged. In those circumstances the LADO should discuss with the Headteacher (or Chair of Governors) whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and or children's social care will inform that decision.

Disciplinary or Suitability Process

The LADO and school will discuss whether disciplinary or other internal action is appropriate in all cases independently of any decision by the Police and CPS in relation to prosecution. However, the decision regarding any disciplinary action is the sole responsibility of the employer; they will be separately accountable for any such decision, which is subject to the usual criteria and right of appeal as usual under employment law. The school will always take advice from the HR and/or Legal services provider.

The discussion should consider any potential misconduct or gross misconduct on the part of the member of staff, and take into account any relevant information from the Police and/or Children's Social Care, the result of any investigation or trial and the different standard of proof in disciplinary and criminal proceedings. The school may also consider lesser action, such as increased supervision, mentoring, training, or agreed transfer to alternative duties.

In the case of supply, contract and volunteer staff, normal disciplinary procedures may not apply. In these circumstances, the LADO and school will act jointly with the providing agency. Where an individual is self-employed, employer options are not available.

Consideration will be given to how the individual's activity can be restricted or monitored through working with professional or regulatory bodies, DBS, HSE, local commissioners or Licensing committees.

The Police and local DBS teams should ensure that appropriate information is included on any future DBS checks. The individual must be informed of any such action or referral, and it must be clearly agreed who is taking responsibility to do this.

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the school must refer the case to the Disclosure and Barring Service for consideration of inclusion on the barred lists; or refer to any professional body. There is a legal requirement for employers to make a referral to the Disclosure and Barring Service (DBS) where: they think that an individual has engaged in conduct (including inappropriate sexual conduct) that harmed (or is likely to harm) a child or if a person otherwise poses a risk of harm to a child, and an employer has removed the individual from relevant work with children or the person has chosen to cease relevant work in circumstances where they would have been removed had they not done so.

A referral will be made as soon as possible after the resignation or removal of the member of staff involved and within one month of ceasing to use the person's services. Substantiated allegations are also likely to be professional misconduct cases and should be referred to the relevant regulatory body (i.e. for teachers, a referral will be made to the National College for Teaching and Leadership).

The school will provide written confirmation to the LADO of when the referral was reported to the Disclosure and Barring Service, Ofsted, and any other regulatory body. In addition the LADO will also be informed of the outcomes of any disciplinary hearings and appeals.

Where it is decided on the conclusion of a case that the individual can be considered for return to work with children, the school will consult with the LADO about any required safeguarding measures.

References

The school will seek guidance from the human resources provider in regard to including allegations in references.

Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious, will also not be included in any reference.

Learning Lessons

At the conclusion of a case in which an allegation is substantiated the LADO will review the circumstances of the case with the Headteacher (or Chair of Governors) to determine

whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

This will include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not the suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated.

Action in respect of Malicious, False or Unsubstantiated Allegations

If an allegation is determined to be malicious, false or unsubstantiated the school and LADO will consider if the child concerned is in need of any services, or may have been abused by someone else and refer as appropriate. In the rare event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the student who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible if s/he was not a student.

APPENDIX B

DESIGNATED ROLES AND RESPONSIBILITIES

The Designated Safeguarding Lead is:

Mrs D Ridley, Deputy Headteacher

The Assistant Designated Safeguarding Leads are:

Ms C Osborn, Assistant Headteacher

Mr M Foyle, Sixth Form Year Tutor

The Designated Lead for Children in Care/Looked after children is:

Mrs D Ridley, Deputy Headteacher

The appointed Teacher for SEND is:

Mrs C Wilson, SENCo

The Designated Lead for Anti-Bullying is:

Mrs D Ridley, Deputy Headteacher

The Designated Link Governor for Safeguarding is:

Mrs L Allen

The Designated link Governor for Anti-Bullying is:

Mrs F Manvell

The Designated link Governor for Children in Care/Looked after children is:

Mrs L Allen

The current Pastoral Team is:

Sixth Form:

Mr M Evans Assistant Headteacher

Mrs F Manvell Year Tutor

Mr M Foyle Year Tutor

Vacancy Pastoral Manager

Ms C Osborn Assistant Headteacher

Mr K Mulholland Year Tutor

Mr N Wallace Year Tutor

Mr R Martin Year Tutor

Mr A Johnson Year Tutor

Mr J Palmer Year Tutor

Mrs L Hobday Pastoral Support Assistant

Mrs S Sandover Pastoral Support Assistant

APPENDIX C**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 three years.

In 2012 we 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:

- The importance of authoritative practice
- To be alert to disguised compliance
- The importance of professional curiosity
- To be alert to the possibility of abuse
- That all professionals should consider the need for an Early Help Assessment
- To 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 leaning relevant for schools /colleges can be found at: <http://www.derbyshirescb.org.uk>

APPENDIX D**SAFEGUARDING AND CHILD PROTECTION SUMMARY FOR VOLUNTEERS/ AGENCY WORKERS****School Statement**

Lady Manners School recognises the moral and statutory responsibility to safeguard and promote the well-being of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection. While working in our school we expect you to take care of our students and follow our procedures.



Governor with Responsibility for Safeguarding
Mrs L. Allen



Designated Safeguarding Lead
Mrs D. Ridley, Deputy Headteacher



Deputy Designated Safeguarding Lead
Ms C. Osborn, Assistant Headteacher (Head of Lower School)



Deputy Designated Safeguarding Lead
Mr M. Foyle, Sixth Form Year Tutor

Responsibility

You should ensure that you have read the school's Safeguarding and Child Protection Policy (available on the school website or from the Headteacher's PA) in order that you are aware of your responsibilities for safeguarding and promoting students' well-being while you are working in the school.

Reporting

If you are concerned for a student's health, well-being or safety in any way you must speak to the Designated Safeguarding Lead or Assistant Designated Safeguarding Lead As soon as possible on the same day.

If a student tells you something that suggests they are at risk from harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the Designated Safeguarding Lead or Assistant Designated Safeguarding Lead. You will be provided with a proforma to record the information the student has shared with you which should be completed before you leave the school site. You will be required to provide contact details in case further information or outside agencies become involved. All information should be treated confidentially.

If you are concerned about a student's immediate safety, notify the nearest member of staff and tell them why you are concerned.

In the event that urgent medical treatment is required, seek medical assistance immediately by sending a student to medical and a student for assistance from a nearby member of staff.

APPENDIX E

SAFER RECRUITMENT OF VOLUNTEERS, INSTRUCTORS COACHES ETC.

This guidance is necessary to ensure compliance with Safeguarding Children regulations and to ensure that individuals are paid correctly (where applicable)..

Whenever a person is 'recruited' to work in school through procedures other than a formal interview process, this guidance should be adhered to. Examples of this could include the following:

- Staff carrying out intervention work
- Parents assisting on school trips
- Former students returning for work experience
- Peripatetic music teachers
- Sports instructors/coaches
- People brought in to undertake extra-curricular activities or support the curriculum

In all cases, the attached form must be completed and returned to the Human Resources Manager **in advance** of the individual working/volunteering in school. The form provides:

- a) The information required for an informed decision to be made about the vetting checks that are required
- b) A written record that the school has adhered to the Safer Recruitment Regulations
- c) The information needed to update the school's Single Central Record of pre-employment checks (required for OFSTED).
- d) The information required to make payments to the individual (where applicable).
Governors have agreed to hourly rates for intervention work of £30 for a qualified teacher and £20 for an unqualified teacher with time paid to be for contact time only.

Disclosure and Barring Service (DBS) Checks

A decision as to whether a person requires a DBS check will be made on a case by case basis by the HR Manager depending on the circumstances described on the form.

Please be aware a DBS Check will only check the criminal records of individuals. If you are bringing someone in to work/volunteer in school you should **obtain other information to check suitability** (e.g. formal references, testimonials, informal knowledge from other staff etc.).

If you are in doubt, please see the HR Manager for clarification before agreeing to someone working/volunteering in school

SECTION C: To be completed in all cases

Signed (member of school staff responsible):		Date:	
HR Manager comments:			
Signed (HR Manager):		Date	

APPENDIX F**PROCEDURE FOR THE EMPLOYMENT OF AGENCY SUPPLY STAFF****1. Supply staff new to the school**

- Details obtained from the relevant Agency concerning the visiting member of staff are added to the Single Central Record. These details include:
 - Name
 - Date of birth
 - Role status (e.g. teaching or support)
 - If teacher: Teacher Number (if applicable), Qualified Teacher Status (QTS) status
 - Start date
 - Checks: DBS disclosure number and date check obtained, record that checks carried out by agency and the date agency confirmed this.
- All supply staff new to the school bring photographic evidence of identity or this is supplied in advance by the agency. The date this was seen is added to the Single Central Record and identity of who checked this.
- All supply staff are directed to Reception upon arrival and wait there until the assignments for the day are allocated by the Cover Assistant.
- An induction pack is given including information about the responsibilities for safeguarding and code of conduct for staff.

2. At the end of the day

- A proforma is completed for each day before leaving the school site to allow follow-up of any concerns identified by the member of supply staff, including those relating to the well-being of students. The form is returned to reception and passed on to the Cover Assistant.
- If well-being issues are identified the Designated Safeguarding Lead or Assistant Designated Safeguarding Lead is informed in order that the detail of these are discussed and recorded before the supply staff member leaves.

APPENDIX G



**Keeping Children Safe in Education
S175 School Safeguarding Audit 2019 – 2020
Assessment & Action Plan**

School Name: Lady Manners School

Address: Shutts Lane, Bakewell, Derbyshire, DE45 1JA

Head teacher/Principal: Mr G Peat

Senior Safeguarding Designated Lead: Mrs D Ridley

**Head teacher/Principal Email Address:
headteacher@ladymanners.derbyshire.sch.uk**

Helping to achieve best practice in Safeguarding Children within Derbyshire; ensuring that every Derbyshire learner attends a 'Good' or 'Outstanding' Ofsted rated school, and working creatively to inspire and empower children, young people, and their families and communities to be the best they can be: safe, healthy, happy, learning and working.

This audit has been distributed to all schools including Pre-schools, Academies, Independent, Free, Special, Alternative Provision and Colleges within Derbyshire. This is a self-assessment tool and for 2019/20 has been reformatted and reviewed with more of a focus on action planning, progress made and impact for demonstrating safeguarding activity within your school or setting.

This audit is carried out under Section 175 of the Education Act 2002, along with DfE Guidance on Safeguarding Children, Safer Recruitment and Keeping Children Safe in Education. The S175 section requires School Governing bodies to carry out an annual review of their School's Safeguarding practice and to provide information to their Local Authority regarding how the duties set out in the guidance have been discharged.

Under the current OFSTED Inspection Framework overall effectiveness of the school in 'Safeguarding: Personal Development, Behaviour and Welfare' are judged along with the 'Effectiveness of Leadership and Management', and Governance. These areas are a priority and key judgment for inspectors in determining overall outcomes.

This audit enables you to:

-
-
- Assess your School's Safeguarding practice, identify any gaps, and develop an Action Plan to address any outstanding issues and future learning;
 - Ensure that key people within the school (including the Governing Body/trustees) are aware and how the school is working to keep children safe as defined by current DfE Guidance
 - How the school can demonstrate effective safeguarding in all that they undertake;
 - Report to the Governing Body/trustees and the Local Authority as required;
 - Assemble your evidence of 'Impact of Practice' for any Ofsted inspection.

This audit has a model template Action Plan which assists with identifying gaps, targets to remedy and when by. Use this as a working tool and review on a regular basis. Present this alongside your audit to demonstrate progress and impact.

Using the Audit

If you:

- Have not undertaken and completed a Safeguarding Audit within the last 3 months
- or are due to review your Safeguarding Audit, having had one in place for the previous academic year

We recommend:

- You ideally complete this audit at the end of July; this will reflect your current school safeguarding scoring and help you have an action plan identifying key targets for the forthcoming academic year;
- It is completed or reviewed at any time during the course of an academic year by a Designated Safeguarding Lead appointed to complete this;
- That it is an activity completed with the appointed Safeguarding Governor;
- That it is presented to the Governing body/trustees as a standalone item and the activity is discussed and recorded in the minutes;
- A copy is placed with the schools safeguarding portfolio of evidence and is used in any inspection.

Terminology:

- All staff - includes volunteers, governors, and all those in the school/college who have regular contact with children
- Non-teaching staff - lunch time supervisors, caretakers, grounds support and any other non-teaching role where a pupil could potentially make a disclosure to
- The school - the whole school used in the context of safeguarding as everyone's responsibility
- The Designated Safeguarding Lead - where the role and responsibility is specifically for the Designated Safeguarding Lead
- Pupils - children and young people as defined by the Children Act

Where to find the information and training:

- Derbyshire Schoolsnet - Keeping Children Safe in Education.
<https://schoolsnet.derbyshire.gov.uk/home.aspx>

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- The local Safeguarding Children Board Website including access to the Derby City and Derbyshire Safeguarding Procedures <https://www.derbyshirescb.org.uk/policies-and-procedures.aspx>
 - [Making a referral Starting Point](http://www.derbyshire.gov.uk/startingpoint) <http://www.derbyshire.gov.uk/startingpoint>
 - Government/DfE statutory guidance's and advice <https://www.gov.uk/>
 - Disclosure and Barring, DBS, safer recruitment <https://www.gov.uk/government/organisations/disclosure-and-barring-service>
 - DBS on line <https://www.gov.uk/dbs-update-service>
 - Online training private fostering and introduction to safeguarding <https://derbyshire.learningpool.com/login/index.php>
 - Online training Prevent- <https://www.saferderbyshire.gov.uk/training-and-resources/courses-and-bookings/counter-terrorism-training/counter-terrorism-training.aspx>
 - Online training Channel http://course.ncalt.com/Channel_General_Awareness/01/index.html
 - Online training and resources FGM <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>
 - [Online information Breast Ironing/flattening](https://www.barnardos.org.uk/news/teaching-about-consequences-breast-ironing-would-protect-children) <https://www.barnardos.org.uk/news/teaching-about-consequences-breast-ironing-would-protect-children> <http://nationalfgmcentre.org.uk/breast-flattening/>
 - DSL and Safer Recruitment training Cathy.barrass@derbyshire.gov.uk (01629 531933)
 - Record keeping, Retention and Transfer of Child Welfare Records <https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/safeguarding-policies-guidance-and-protocols.aspx>
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Part One Compliances

The following set of questions in sections 1, 2, 3 and 4 helps identify if you are in compliance according to the DfE Guidance Keeping Children Safe in Education and other key safeguarding guidance's policies and procedures. These can be key indicators in any inspection and are relevant locally to the needs of pupils who live and or attend schools/colleges in Derbyshire.

The expectation in this section is that you will have evidence to support your answers. A 'no' answer should then be a target identified in your Action Plan and a priority to rectify.

Section 1 - Leadership and Management of Safeguarding	Yes	No	Evidence
The Designated Lead(s)/SMT and Governors are aware of the latest edition of the 'Keeping Children Safe In Education' guidance ensuring all staff have had sight of and read the relevant parts in relation to their role. Staff have signed to confirm they have read the information and a record is kept on file. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2	✓		Records of staff confirming they have read the document
The school can demonstrate fulfilling all aspects of the Prevent Duty, and have a Designated Lead where advice is sought and referrals are made.	✓		Records of referrals. Pastoral records.
The School has a Single Central HR record system with a nominated member of staff who is the custodian of the records. The SCR is checked and verified by the Designated Safeguarding Lead which is reviewed at least termly to input updates and check compliances with all DfE / Ofsted current requirements.	✓		Single central record, records of termly checks
Section 1 - Leadership and Management of Safeguarding (continued)	Yes	No	Evidence
The Designated Safeguarding Lead(s) provides support to staff in all matters of safeguarding pupils, assisting in promoting pupils health, safety and wellbeing	✓		Pastoral records, email trails
The school has a Designated Safeguarding Lead on site at all times; if in any event they are not available a contingency plan is in place whereby all other staff can obtain advice	✓		Three members of staff have DSL training
The school has a Designated Safeguarding Lead who has attended Safer Recruitment training; they attend all staff interviews. Their training is regularly updated		✓	DSL does not attend all interviews but every interview panel has a member who has done the training.
There is an appointed Designated Safeguarding Link Governor for Anti-Bullying who ensures that the School acts to prevent and tackle all forms of bullying.	✓		See details on page 18 of this audit
The school has a Designated Teacher who is responsible for the educational achievement and care of Looked After pupils. The	✓		See details on page 18 of this audit

lead will be trained and qualified being a central point of contact for LAC whilst they are onsite and offsite experienced (transfer out of care) https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children			
The Designated Safeguarding Lead/s use the advice and support of the local Virtual School for looked after children	✓		PEP meetings. Pastoral records.
The school has a Designated Teacher appointed for SEND	✓		See details on page 18 of this audit
There is an up to date complaints procedure and one easily accessible for parents with a child friendly version for pupils		✓	Complaints procedure is in place and accessible for parents. Child-friendly version needed.
In schools with Early Years provision, the duties are fulfilled in safeguarding in the early years foundation framework https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015	N/A		N/A
The Designated Safeguarding Lead(s) is aware of Early Help and has a role in assisting pupils as soon as a problem emerges, advising staff to raise any emerging needs	✓		DSL line manages member of staff with Early Help responsibility
The Designated Safeguarding Lead is aware of the duties around supporting pupils in the school in early help and the school has a mechanism for early help support for their families	✓		School employs specific member of staff to fulfil Early Help
Where a school is undertaking early help assessments there is a record of the numbers of assessments being undertaken and that this information may be shared with partners to understand the impact	✓		Early Help records

Section 1 - Leadership and Management of Safeguarding (continued)	Yes	No	Evidence
Where a school is providing early help, the school has included this in the complaints policy and included pupils into this to help them voice any concerns	✓		Complaints Policy in place
Designated Safeguarding Lead training and refresher training is maintained in line with the recommendations of the latest KCSIE for all staff nominated as DSL	✓		Staff training records & safeguarding portfolio
All Designated Safeguarding Leads in the school including the link Safeguarding Governor has undertaken Prevent/WRAP training		✓	Staff training records & safeguarding portfolio. Link governor to complete.

All staff including governors, volunteers and non-teaching staff employed by the school undertake annual safeguarding training	✓		Staff training records
The school has set up a Safeguarding Portfolio to evidence policy, procedures and safeguarding activity	✓		Safeguarding portfolio
The school has set up a staff safeguarding training portfolio which is kept up to date (which includes version control). This includes original certification and evidence of attendance	✓		Safeguarding portfolio
The school has created a Staff Induction Portfolio which has the school's safeguarding information and appropriate policies and procedures for supply, agency and frequent visitors who have contact with children within the school	✓		Induction Handbook and handbook for supply staff
The school includes on their website a specific area which celebrates safeguarding in the school and keeps pupils, parents and the local community up to date with information and activities to help children keep safe, and this includes a 'report abuse on line' icon (CEOP/Internet Watch Foundation)	✓		School website
Section 2- Safeguarding Governance	Yes	No	Evidence
The Governors/Trustees have ensured there are safeguarding policies and procedures and regularly oversee that activity	✓		Governor minutes
The Governors/Trustees have an oversight of the early help provision and have mechanisms in place to record numbers of, and those that are stepped up/ referred into Children's Social Care	✓		Reported to link Governor in Safeguarding Meetings
The Governors/Trustees ensure they have a policy and system of safer recruitment which is recorded and accessible	✓		Staff Recruitment Policy
The Governors/Trustees are familiar with information sharing and the boundaries of confidentiality in matters of safeguarding and consideration is given to this when appointing governors who take a role in safeguarding	✓		Training record of safeguarding governor
The Governors/Trustees have appointed a Designated Safeguarding Lead in post who is a member of the school Senior Management Team and is suitably qualified and experienced	✓		DSL in post
Section 2- Safeguarding Governance (continued)	Yes	No	Evidence
The Governors/Trustees have an appointed Deputy Designated Safeguarding Lead in post and that role is included within their job description	✓		Deputy DSL in post
Where the school has other Designated Safeguarding Leads in post they are trained in that role	✓		Staff training records & safeguarding portfolio
The Governors/trustees ensure there is an annual whole school update on safeguarding to keep all staff including non-teaching	✓		Staff training records &

staff abreast with national and local procedures, reporting procedures in the school, emerging safeguarding themes and local issues facing their community			safeguarding portfolio
The Governors/Trustees ensures the Designated Safeguarding Lead(s) are supported in their role, and get regular safeguarding updates, training, time and resources to fulfil the role	✓		Staff training records & safeguarding portfolio
The school has a nominated Link Safeguarding Governor in post	✓		See details on page 18 of this audit
The nominated Link Safeguarding Governor has completed safeguarding training to help fulfil the requirements of the post	✓		Governor training records & safeguarding portfolio
The link Safeguarding Governor along with the other Governors/Trustees are familiar with the requirements, and in particular section 6 of the Governors Handbook. https://www.gov.uk/government/publications/governance-handbook	✓		Records of reading completed
The Link Safeguarding Governor plays an active role in the school to QA, review and audit.	✓		Statutory Requirements and Ofsted evidence checklist completed April 2019
The Link Safeguarding Governor along with the other Governors assist with school questionnaires and surveys to evidence pupil safety and feeling safe (pupil voice) and includes parents views	✓		Student voice December 2018. Staff voice April 2019.
There is regular communication to the school Governing Body/Trustees about safeguarding matters and reports of activity presented to the Governing Body/Trustees	✓		Governor minutes
The school safeguarding audit is presented to the Governing Body as a standalone item, which is discussed and approved with minutes taken	✓		Governor minutes

Section 3- Partnership Working and Training	Yes	No	Evidence
The relevant senior leads are familiar with Working Together 2018 and the role schools/colleges play in their organisational responsibilities https://www.gov.uk/government/publications/working-together-to-safeguard-children--2	✓		Referrals, DSL training records

The relevant staff in the school know about and use Children Missing Education 2016 to inform their safeguarding practice and procedure for CME https://www.gov.uk/government/publications/children-missing-education	✓		INSET records
All staff including governors and volunteers know about the mandatory reporting of Female Genital Mutilation 2015	✓		Staff training records
The Designated Safeguarding Lead(s) and Senior Managers including the Link Safeguarding Governor have completed or are enrolled onto the Prevent/ WRAP training. All other staff are either completing an online prevent training course or an available Channel online course. All certificates for the completed training are printed and made available in the staff safeguarding training portfolio record https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty	✓		Staff training records. Link governor to complete WRAP training.
The Designated Safeguarding Lead is receiving and retrieving Domestic Abuse Notifications, following the protocol and guidance developed ensuring appropriate staff are made aware to support pupils experiencing and exposed to domestic abuse https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/domestic-abuse-notifications.aspx	✓		Pastoral records, emails to staff, database of vulnerable children.
The relevant senior leads are aware of LADO and how to make contact / make a referral	✓		Records of previous referrals
All staff within the school understand the role of LADO and how to raise concerns	✓		Training handouts/briefing notes
There is/are nominated staff who have received Paediatric First Aid Training which is kept up to date	✓		Staff training records
The School is aware and has access to the Derbyshire Safeguarding Children Board Website including access to the Derby City and Derbyshire Safeguarding Online Procedures https://www.derbyshirescb.org.uk/policies-and-procedures.aspx	✓		Safeguarding and Child Protection Policy
The Designated Safeguarding Lead(s) / Headteacher / Link Governor know how to access Derbyshire Schoolsnet - Keeping Children Safe in Education. https://schoolsnet.derbyshire.gov.uk/home.aspx	✓		Safeguarding group minutes
There is evidence in the use of a variety of training methods including: face to face, online, updates through research, and cascading of relevant and critical changes / updates in Safeguarding to the whole school	✓		Staff training records
Section 3- Partnership Working and Training (continued)	Yes	No	Evidence
There is evidence that the Designated Safeguarding Lead(s), pastoral staff attend multi / inter agency training (training which has a mix of other professionals)	✓		Staff training records

The school engages with national and local Safeguarding initiatives eg Black History week, LGBT, events which celebrate diversity	✓		PSHE lessons, noticeboards, assemblies, pride club
The school uses external contributors to inform and educate pupils about keeping safe including external organisations and support groups eg NSPCC, the police, public health	✓		Assemblies, workshops, drop ins, PSHE lessons
The school uses questionnaires and surveys with pupils and parents eg anti-bullying, feeling safe, online safety in the school.	✓		Results of parent and student surveys
Section 4 – On Site and Off Site Safety	Yes	No	Evidence
The school has a clear and visible system / procedure for the arrival of pupils at the beginning and during the school day	✓		Signing in records, reminders to students, Y7 induction
The school has a clear and visible system / procedure for the safe handover of pupils to the authorised parent/carer at the end of the school day	N/A		N/A
The Designated Safeguarding Lead knows about hot spots (where pupils don't feel safe) on school premises and the surrounding area. Is working to address and review this by using pupil voice feeding back to staff and parents	✓		Student voice, emails to staff on duty
Reasonable force, including restraint is only used in line with statutory expectations and all incidents of restraint are recorded including the pupils views and consultations with parents	✓		Records of physical restraint
Non-teaching staff are made familiar with the safeguarding procedures of the school/college, they are aware of who the Designated Safeguarding Lead(s) are and who to report concerns to. They have been provided with safeguarding training relevant to their role	✓		Staff voice
The use of school transport, bus companies, taxis and escorts is part of the safeguarding activity of the Designated Safeguarding Lead which is quality assured and outcomes reported to the Senior Management Team / Governing Body / Trustees	✓		Communication with transport companies, safeguarding group minutes
The school has signing in and out for all visitors and contractors with information about expectations made available and visible on reception	✓		Signing in/out records, blue/red lanyards
Reassurances are sought by the Designated Safeguarding Lead about those not centrally employed, regular visitors and contractors to the premises. Details are recorded as supporting evidence to the SCR. Where relevant evidence is included of separate mechanisms when needing contractors need to be on site (building and maintenance)	✓		Single central record

Section 4 – On Site and Off Site Safety (continued)	Yes	No	Evidence
The Designated Safeguarding Lead seeks advice on safeguarding matters relating to external contracting	✓		Emails
There is an emergency contact to a Designated Safeguarding Lead when off site with pupils	✓		Trips and visit procedure
There is more than one emergency contact for all pupils whether onsite and offsite and those details identify who has parental responsibility and other care arrangements that may be in place	✓		Student records
The school uses pre planning risk assessment tools in any off site activity and complies with risk assessment and planning of off site activity and in a timely way on submission for approval	✓		EVOLVE records
All staff in school planning off site activity have sought the advice and support of the Designated Safeguarding Lead in matters of safeguarding; in particular when booking rooms for sleeping arrangements and the caring / supervision of more vulnerable pupils	✓		Trip planning documents
When using external speakers and contributors a risk assessment and / or policy is used clarifying the expectations of them when on site and in the classroom		✓	Policy for external speakers to be implemented
The use of school premises to groups, clubs etc is regularly reviewed and the school is reassured of their safeguarding (employment checks, insurance, public, liability training etc)	✓		Lettings agreements
When pupils are engaged in off site educational provision this is overseen and reviewed with robust records kept including showing evidence of reassurances that their recruitment of staff and the safeguarding of pupils in provision is checked and addressed at regular intervals	✓		Safeguarding portfolio, records of alternative provision
There is a work experience policy in place relevant to age in the setting which is made available to pupils and parents	✓		Work Experience Policy
There is / are nominated staff with up to date Paediatric First Aid Training and a First Aid kit which meets requirements under the Health and Safety Act.	✓		Staff training records, first aid risk assessment
There is an up to date Medicines Policy which is made available to parents	✓		Medicines Policy
There is a Personal Care Policy and Intimate Care Policy where appropriate which is made available to parents	✓		Personal/Intimate Care Policies

Part Two

Policy and Procedures, Promoting the Welfare of Pupils, Safer Working Practices and Recruitment, Safeguarding and the Curriculum, Online Safety, Specific Safeguarding Issues

Self-assessment scoring

Work through the statements and score according to what currently describes your school at the moment.

Level 4

There is very little or no knowledge of this area in the school or amongst the staff

Level 3

There is knowledge of this area within the school/college; however, it is not fully effective in that not all staff are aware, understand or apply. A policy or details are being developed

Level 2

Knowledge is effective and a policy or details is developed and due to be implemented within the school. Some staff training is still required

Level 1

This area is well embedded within the school and school curriculum (where required). There is evidence of positive work and practice and this can be evidenced

Effective Safeguarding - Striving to Achieve Best Practice

A. Policy, Procedures and Recording	4	3	2	1	Evidence
The school has a current Child Protection and Safeguarding Policy which has been reviewed and approved by the governing body. The policy has its own statement reflecting the local community, local pupil's needs and the vision and ethos is made clear. The policy is known to everyone in the school including the Governing Body and is in consultation with pupils; it is fully understood and applied including reference to an annual Child Protection Audit. It is easily accessible to parents/carers. The Policy is also available on the school website.				✓	Safeguarding and Child Protection Policy
The school has developed a Safeguarding Leaflet for pupils, best practice is one developed with pupils and one which explains who is who in the school and safeguarding information for new pupils				✓	Safeguarding poster (updated Summer 2019)
				✓	Governor minutes

The school has reviewed all policies and identified those that should be consistent with the Child Protection/Safeguarding Policy. All Policies have version controls which are aligned and merged where relevant. An Action Plan is produced to ensure that policies are consistent and cross-referenced appropriately.					
A. Policy, Procedures and Recording (continued)	4	3	2	1	Evidence
There is evidence of quality assurance and rectification by the Governing Body/Trustees before implementation of a policy. Staff have confirmed they have received, read (and understood) and signed copies where relevant to their role; a detailed log is kept on file of this activity				✓	Records of staff confirming they have read the document
The school has the current guidance on recording, retaining and transfer of child protection records which is evidenced and uses the recommended guidance for Derbyshire schools and settings				✓	Retention Policy
The Designated Safeguarding Lead keeps separate records, comprising of one file per child on child protection concerns and those that are deemed vulnerable in the school.				✓	Child protection files
The school has a system of tracking transfer in and transfer out of child protection records which is maintained and audited (as per the DCC Child Protection Record Keeping Guidance for Schools - Transfer, Storage and Retention).				✓	Forms used for tracking/transfer
There is a system of safe storage of CP files which have restricted access applied and staff who have access are justified in their role to have that access				✓	Filing system in place
The school has a pro-forma for reporting and recording child protection concerns which can be evidenced as acted upon, this includes:- a record of actions taken; outcomes, and the use of a chronology for each child where there are concerns			✓		Pastoral records (soon to be Edukey)
Evidence is recorded where advice has been sought from external agencies; which includes the step up/step down with preventative and social care partners. Evidence is recorded of tracking, contacts and referrals made.				✓	Pastoral records
The school has an Anti-Bullying Policy which includes online bullying, and complies with Section 89 of the Education and Inspections Act 2006. This policy is displayed on the school website and is known to all staff, non-teaching staff and the local community.				✓	Anti-Bullying policy, staff voice
The Anti-Bullying Policy has been produced in participation with the whole school community, with a child friendly version produced for pupils			✓		Child-friendly version required
				✓	Central bullying log

There are separate records of bullying incidents and evidence that incidents are analysed for patterns, trends, and hot spots. This includes strategies/models to prevent and intervene.					
B. Promoting the Welfare of Pupils	4	3	2	1	Evidence
All staff, including non-teaching staff are aware of the Child Protection and Reporting Procedures within the school, these are made accessible and are fully understood and applied.				✓	Staff voice, posters in all staff areas
The school can demonstrate clear lines of communication on safeguarding matters and there is evidence of regular meetings and structures with Designated Safeguarding Lead/s and or pastoral staff which also allows for discussion, reflection and reviews of pupils who are deemed as vulnerable, records are kept of this activity				✓	Pastoral records, safeguarding meeting minutes
C. Safer Working Practices and Recruitment	4	3	2	1	Evidence
There is a code of conduct for behaviour and safer working practice, which applies to and is known to all Staff and all those who regularly come into school. Every member of staff has been given a copy along with the DSCB Leaflet on Safer Working Practices issued in 2015, all have signed to confirm that they have read the code of conduct.				✓	Code of Conduct, records of staff confirming they have read it
The DfE guidance 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2015' is referred to and used within the school and there is activity evidenced through practice				✓	Records of staff confirming they have read it, training materials
The Designated Safeguarding Lead/s has undertaken Safer Working Practice training which has been discussed in staff meetings. This includes staff and pupil acceptable use of IT, use of mobile phones and social media. It is part of a rolling programme of staff training and is also part of the staff induction for all staff including non-teaching staff.				✓	Staff training records, induction checklist
There is a continuous induction in the school for all new staff including supply, temporary, agency and students which fully informs all new staff of their role in safer working practices and expectations around professional and personal boundaries				✓	Induction checklist
All members of staff including non-teaching staff are aware of the procedure for responding to and managing allegations against staff, with clear procedures on how to report any concerns they may have. This includes the process for Whistle Blowing				✓	Briefing notes, training materials

The LADO and Whistle Blowing processes are accessible and displayed in the school. The LADO flowchart and report form can be readily accessed by all staff including non-teaching staff				✓	Staff room and Myvle
If advice/ referral is made these are retained in compliance with the current DCC record retention policy				✓	Secure storage
There is a policy/guidance in place for the supervision of volunteers and a risk assessment is undertaken and recorded of the role of the volunteer/s in school, and this includes frequent visitors to the school site				✓	Safeguarding information forms
Recruitment and Selection processes are regularly reviewed to ensure that they are in line with DFE/ KCSIE Guidance. DBS checks are rigorous including overseas checks. References are pursued and retained. There are other measures in place including the use of declarations and risk assessments. The school office has a clear and accessible system for monitoring and recording recruitment outcomes.				✓	Staff Recruitment Policy, governor minutes
D. Safeguarding and the Curriculum	4	3	2	1	Evidence
There is evidence of preparing pupils for the transition onto a school / post 16 which incorporates safeguarding information for pupils and parents.				✓	Transition information
There is evidence of all teaching, mentoring and support staff contributing to safeguarding in the curriculum and this can be evidenced in planning and continuous review			✓		PP audits, student voice, form tutor programmes, lesson observations
The school is preparing for the statutory requirements and expectations for the delivery of compulsory sex, health and relationships education				✓	PSHE schemes of work
Through PSHE or similar approaches in the curriculum, pupils are able to explore how to keep themselves safe, understand risks and harmful behaviours, they are able to talk about feelings and given strategies to talk about/express worries and pressures				✓	PSHE schemes of work, student voice
Pupils are able to explore what are healthy and safe relationships and understanding consent. They can demonstrate a commitment to sex and relationship education, relevant to their age and understanding				✓	PSHE schemes of work, student voice
Pupils clearly know who is a trusted adult within the school who they can share worries and concerns with. This about being able to share worries in the school, out of school and about their local community				✓	Student voice

Pupils are able to articulate what is keeping safe, how to keep themselves safe, how they can report any concerns when in the community, when on line and when using social media				✓	Student voice
E. Online Safety	4	3	2	1	Evidence
The school has an Online Safety Policy/Guidance which has been developed in consultation with a wide range of staff and pupils. Questionnaires and the pupil voice has been used ensuring there is a whole school ownership. The policy is displayed on the school website. It is evidenced that the policy is reviewed on an annual regular basis to take into account new and specific Safeguarding concerns			✓		Policy in place, on website, reviewed annually.
The school is using an electronic communications and social media policy to support the work of online safety in the school				✓	Policies in place
The school can demonstrate effective use of the national guidance 'Sexting (youth generated images) Guidance for Schools/Colleges' and are aware of how to apply this in the school. They have taken advice from preventative and child protection agencies (including the Police) in making appropriate referrals as and when required.				✓	Assemblies, PSHE lessons, pastoral records
The school attempts to inform/engage pupils and their parents in taking a shared responsibility in keeping safe. It is effective in the education and protection of vulnerable children who may be put at particular risk from their own and others' actions whilst online. The school regularly evaluates the effectiveness and impact of the programmes and uses national and local initiatives				✓	Information sent to parents, online safety event for parents
Specific Safeguarding Issues					
F. Children Missing from Education	4	3	2	1	Evidence
The school has clear CME processes which are communicated to parents. All staff in school are aware of the policy and local procedures.				✓	Training materials, policy in place
Parents are asked for key information which is pursued when children move out of the area, go abroad or when families arrive from another area at school to obtain a place				✓	Student records
The school have a CME lead who regularly makes checks to ensure the systems are robust and effective. Clear plans are in place to support vulnerable learners who go missing or who are regularly absent or late. This lead is aware on how to seek advice from the LA when CME is suspected or known.				✓	Student records
G. Private Fostering	4	3	2	1	Evidence
A Designated Safeguarding Lead/s has completed the online Private Fostering e-learning module and all staff including				✓	Staff training records

non- teaching staff are familiar with Private Fostering and how to raise any concerns					
The school has implemented a Private Fostering Policy which is accessible to parents and on the website. There is a clear pathway developed within school and the DSL is aware on how to seek further advice from Children’s Services to clarify any arrangement. The school is aware of the multi-agency services that are available to support Private Fostering arrangements				✓	Policy in place
H. Home Elective Education	4	3	2	1	Evidence
All staff can demonstrate a clear knowledge/understanding of the responsibilities and implications of parents/carers electing to home educate their children. Staff are aware of the implications talking to parents about EHE. All discussion and information is clearly recorded. The DSL and Governing Body are kept informed of any cases within the school where there are any safeguarding concerns ensuring procedures are adhered to.				✓	Training materials, staff voice
The school can demonstrate by their recording where appropriate advice has been sought from the DCC EHE Coordinator and can demonstrate how/what advice has been given to parents/carers and pupils highlighting the implications and offering/signposting where support can be obtained.				✓	School procedure, student records, county form
I. FGM, HBV, Forced Marriage, Breast Ironing	4	3	2	1	Evidence
Designated Safeguarding Lead(s) has read about, completed relevant training and undertaken any online courses on offer.			✓		Staff training records Breast ironing needs researching
All Staff including non-teaching have a working knowledge of these specific issues including guidance, regulations and statutory requirements. They can identify the signs, know how to report and who to. Staff are kept up to date on emerging issues like these on the annual whole school training. Pupils are aware of the issues and know who to report any concerns relevant to age and understanding.			✓		Staff voice and staff training records Breast ironing needs researching
J. Child Exploitation and Trafficking (CSE)	4	3	2	1	Evidence
Designated Safeguarding Lead has developed an understanding of Child Sexual Exploitation, exploitation and trafficking. The Lead knows how to identify the signs, seek advice and make a referral on concerns regarding pupils who are suspected of; or who may be a victim.				✓	DSL training records
A planned teaching programme on this specific issue takes place through PHSE and through similar approaches in the curriculum. This is a continuous activity which also includes grooming and trafficking. Pupils are aware of the issues and				✓	PSHE scheme of work

know who to report any concerns to which is relevant to their age and understanding. Appropriate resources are being used which may include national and local campaigns / initiatives					
The school is aware of the need to educate and protect vulnerable children who may be put at particular risk from their own and others actions. The school can also demonstrate knowledge in how they have taken advice, are using local mechanisms (local partnership groups), are using the CSE toolkit and or made a referral using safeguarding procedures				✓	Pastoral records
K. Gangs and County Lines	4	3	2	1	Evidence
Designated Safeguarding Lead has developed an understanding and knowledge of how to identify the signs of pupils involved in Gangs and County Lines issues. They are aware of how to identify issues, seek advice and make an appropriate referral about pupils suspected of; or, who may be a victim				✓	DSL training records
All Staff have a working knowledge of these issues. They can identify the signs, and are aware of the process in who to make a report to in the school. They are kept up to date with any ongoing issues / concerns.				✓	Staff training records, staff voice
Pupils understand the dangers of being involved in gangs relevant to their age and understanding and are aware as to who to report any concerns to.				✓	Student voice
L. Sexual Violence and Harassment , Peer on Peer Abuse	4	3	2	1	Evidence
Designated Safeguarding Lead has developed an understanding and is aware of the current guidance on Sexual Violence and Sexual Harassment between children in schools and colleges (Dec 2017)				✓	Training and assemblies delivered to staff and students
All staff including non-teaching staff have an awareness and understanding of the differences between healthy, problematic and harmful behaviours, in the context of promoting a safe and secure school environment				✓	Staff training records, training materials, staff voice
All staff including non-teaching staff promote positive behaviours, respond with clear and consistent boundaries. They understand the triggers for problematic and harmful behaviour and using de-escalation techniques are able to create alternative strategies.				✓	Staff training, lesson observations
M. Extremism and Prevent	4	3	2	1	Evidence
All Staff including non-teaching staff have a working knowledge of the issues and available support for pupils through Channel. The school is aware about its Prevent				✓	Staff training records,

duties including the local protocol. They are aware how to identify, report and respond to concerns about Prevent using the risk indicator checklist and available police report forms					referral records
The school provides information and education in the curriculum on British Values for pupils including access to on line websites, approved organizations and speakers. The school can evidence proactive challenge of views using filtering and monitoring systems to protect pupils				✓	Schemes of work, assembly information

Final Self-Assessed Level

4		3		2		1	✓
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If you have identified a score of 4, 3, 2. There needs to be an Action Plan with targets and priorities to work on. The action plan needs to be reviewed with details of how the school will achieve the targets, within what timescale, and who has the responsibility to ensure completion.

If you have identified a score of 1. You should be asking yourselves the following questions:

- How does your school sustain this score?
- How does the school continue to enhance the breadth and depth of learning and the whole school approach to Safeguarding?

It makes sense to have actions of how to achieve and sustain your score.

Part Three
2019 - 2020
Safeguarding Action Plan

Items from the S175 Audit	Lead	Target date	Success Criteria
Create a child-friendly version of the Complaints Procedure	DR	December 2019	Procedure in place
Create a child-friendly version of the Anti-Bullying Policy	CO/AR	October 2019	Policy in place
Safeguarding Governor to undertake WRAP training	RF/LA	December 2019	Training complete
External speaker policy to be implemented	RF	December 2019	Policy in place
Edukey to be used to report and record child protection concerns	DR	October 2019	Edukey being used
Ensure DSL and staff are aware of breast ironing as a specific safeguarding issue	DR	December 2019	Training handouts
Items from the April 2019 Governor Review	Lead	Target date	Success Criteria
Assembly topics to be mapped against PSHE topics	AR	December 2019	Assemblies complement PSHE teaching
Behaviour management training for support staff to be re-run and include role play of "what to do/say to challenge inappropriate views"	DR/RF	October 2019	Support staff feel confident to manage student behaviour
Repeat online Channel Awareness training	DR/RF	July 2020	Training records updated
Social media information to be included in student planners	SS	September 2019	Information included in diaries and student awareness raised
Ensure regular volunteers are given the safeguarding information leaflet	RF	Ongoing	Volunteers are informed of safeguarding expectations
Continue with regular updates and reminders of issues relating to safeguarding	DR	Ongoing	Staff feel they are kept informed of safeguarding issues
Staff training is planned to include: <ul style="list-style-type: none"> • Audit of knowledge • Early Help • Difference between concern, immediate danger, risk of harm • Peer on peer abuse, consent and County Lines • Changes to KCSIE 	DR	December 2019	Training delivered

Addendum

Summary of any key COVID-19 Mitigation Planning, safeguarding and child protection changes

Key Contacts during COVID-19 Arrangements

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Debbie Ridley	Via Reception or Middle Leader
Deputy DSL(s)	Cassandra Osborn, Matt Foyle	Via Reception or Middle Leader
Designated member of Senior Leadership Team if DSL (and deputy) cannot be on site	Gary Peat	01629 812671
Headteacher	Gary Peat	01629 812671
Chair of Governors	David Coe	Via Reception
Designated Governor	Linda Allen	Via Reception

Contact details for all other key safeguarding agencies are as noted in the School safeguarding/child protection policy 2019/20

1. Context

From 20 March 2020 parents were asked by the Government to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response who absolutely need to attend.

Schools, colleges and all childcare providers were also asked to provide care for a limited number of children; this covered, children who are vulnerable, as well as those children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

The school acknowledges the importance of remaining a safe place for children; however, the fewer children making the journey to school, and the fewer children in educational settings, will protect the NHS and save lives by reducing the risks of spreading the virus.

This addendum of the School Safeguarding/Child Protection Policy contains details of our individual safeguarding arrangements during our continued opening/school closure.

2. Scope and Definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our local safeguarding partners Derby and Derbyshire Safeguarding Children Partnership (Derbyshire County Council, Derby City Council, Derby and Derbyshire Clinical Commissioning Group, Tameside and Glossop Clinical Commissioning Group and Derbyshire Constabulary).

It sets out changes to our normal Safeguarding/Child Protection Policy in light of the Department for Education's Guidance collection for [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#), and specifically [Coronavirus: safeguarding in schools, colleges and other providers](#).

Vulnerable Children

Unless covered here, our normal Child Protection Policy continues to apply.

The Department for Education's (DfE's) [Coronavirus \(COVID-19\): guidance on vulnerable children and young people](#) defines 'Vulnerable Children' as those who:

- a. Have a Social Worker, this includes children who
 - Have a Child Protection Plan
 - Are looked after by the Local Authority
 - Have been assessed as being in need or otherwise meet the definition in Section 17 of the Children Act 1989
- b. Children and young people up to the age of 25 with Education, Health and Care (EHC) Plans.

Those with an EHC plan will be risk-assessed by the School in consultation with the Local Authority (LA) and parents, to decide whether they need to continue to be offered a School place in order to meet their needs; or, whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide

any essential services. Many children and young people with EHC plans can safely remain at home.

The school will continue to work with, and support children's Social Workers to help protect vulnerable children. This includes working with and supporting children's Social Workers and the Local Authority Virtual School Head (VSH) for Looked-After and previously Looked-After children. The lead person for this will be Mrs D Ridley.

There is an expectation that vulnerable children who have a Social Worker will attend an education setting, so long as they do not have significant underlying health conditions that put them at risk. In circumstances where a parent/carer does not want to bring their child to an education setting, and their child is considered vulnerable, the Social Worker and the school will explore the reasons for this directly with the parent/carer.

Where parents are concerned about the risk of the child contracting COVID-19, the school or the Social Worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The school will encourage our vulnerable children and young people to attend school, including remotely if needed.

Support for children who are not 'Vulnerable' but where there are concerns

Senior Leaders in the school, especially the Designated Safeguarding Lead (and Deputy), are aware of who our most vulnerable children are. They also have the flexibility to offer a place to those who do not meet the Department for Education's definition of 'Vulnerable' but where the School has concerns. For example children who are receiving support through Early Help processes, on the edge of receiving Children's Social Care support or those who have had recent Social Worker involvement.

If these children will not be attending school a Contact Plan will put in place, as explained in Section 8 below.

3. Core Safeguarding Principles

We will still have regard to the statutory Safeguarding Guidance, [Keeping Children Safe in Education](#) and relevant Government Coronavirus Guidance such as [Coronavirus: safeguarding in schools, colleges and other providers](#) to ensure we keep children safe.

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must always continue to come first
 - If anyone has a safeguarding concern about any child, they should continue to act on it immediately
 - A Designated Safeguarding Lead (DSL) or Deputy should be available at all times (see Section 4 for details of our arrangements)
 - It is essential that unsuitable people are not allowed to enter the children's/education workforce and/or gain access to children
 - Children should continue to be protected when they are online
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The school will, as far as is reasonably possible, take a whole institution approach to Safeguarding. This will allow us to ensure that any new policies and processes in response to COVID-19 are not weakening our approach to Safeguarding or undermining the School Child Protection Policy.

4. Reporting Concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

All staff will continue to work with the children's Social Workers, where they have one, to help protect vulnerable children.

It is vitally important that we continue to work together and share relevant safeguarding information to keep children safe

Contacts and Referrals

If you are concerned about the welfare of a child or young person or are worried they are being abused, you can make a referral to Children's Social Care. Wherever practicable, contact should be indirect, such as by telephone/video call or using the online referral form.

Unless there are serious concerns that a child is suffering or likely to suffer abuse and maltreatment, practitioners should use an Early Help Assessment to start the process of understanding the needs and strengths of the child and the parent/carers.

Professional judgements about visiting children and families to complete children in need assessments will balance considerations about:

- Risks to children and young people
- Risks to families
- Risks to the workforce

Social Workers and their managers will be making professional judgements of risk in each case and decide what form of contact a family may need to have by agencies (including the social worker) in order to ensure the safety of children and young people. There are many ways to keep in touch with a child, young person or family without physical face-to-face contact.

There are circumstances where it will be necessary for social workers and other staff/agencies professionals to visit children in person. Where face to face contact is deemed necessary, practitioners should take account of Public Health England (PHE) advice on social distancing and minimising the spread of infection to keep safe both themselves and the family they are visiting.

Strategy Discussions

Strategy discussions should be held by virtual means in order to co-operate with social distancing guidance requirements. The purpose of the strategy discussion/meeting is to

determine the child's welfare and plan rapid future action if there is reasonable cause to suspect the child is suffering, or is likely to suffer, Significant Harm.

Child Protection Section 47 Enquiries

Preparation for carrying out a Section 47 enquiry should include specific measures to see or speak to the child in line with local safeguarding procedures.

Children and families may feel anxious about infection risks. Where this anxiety is present and families are reluctant to engage with Social Workers, Social Workers and other agency professionals should make contact with families and explain why it is essential that they have access to the home, or to see and speak to the children, to ensure they are safe and well. This need not always be through a face to face visit, but should be sufficient to reassure key professionals that the child is not currently at risk of harm.

There may, of course, be other reasons why families may refuse access and where they do and there is a risk to the life of the child or a likelihood of immediate serious harm, Local Authorities should follow the immediate protection procedures set out in Working Together to Safeguard Children.

The management of risk should be recorded in line with the organisations Risk Mitigation plan for COVID-19.

For the latest updates on the latest position on referring in, CiN and Early Help, Core Group/TAF meetings for Derby City and Derbyshire, we will regularly visit the DDSCP website: <https://www.ddscp.org.uk/>

5. Designated Safeguarding Lead (and Deputy) Arrangements

The school will aim to have a trained DSL or Deputy DSL on site wherever possible.

Details of all Important Contacts are listed in the 'Important Contacts' section on Page 4 of this Addendum.

If the school DSL (or Deputy) cannot be in the School, arrangements will be made to contact them remotely.

The school will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our School are.

On occasions where there is no DSL or Deputy available on site, a Senior Lead from the school will take responsibility for co-ordinating Safeguarding. This will be the Headteacher. The Senior Lead will be responsible for liaising with the off-site DSL (or Deputy) to ensure they (the Senior Lead) can:

- Identify the most vulnerable children in school
- Update and manage access to Child Protection files, where necessary
- Liaise with children's Social Workers where they need access to children in need and/or to carry out statutory assessments

The school acknowledges that opportunities for DSL training is very unlikely to take place during this period; the DDSCP Safeguarding face to face training events have been cancelled up until the end of May (this will be the subject of review). However, the option of online training will be explored, there are some e-learning opportunities and podcasts on the DDSCP website [training pages](#).

As outlined in the DfE Guidance (Coronavirus (COVID-19): safeguarding in schools, colleges and other providers); for the period COVID-19 measures are in place, a DSL (or Deputy) who has been trained will continue to be classed as a trained DSL (or Deputy) even if they are unable to undertake their refresher training.

Our school like others nationwide faces unique challenges at this time. Where reasonably possible, the DSL (or Deputy) will consider these challenges in a child protection context.

6. Working with Other Agencies

The school will continue to work with Children's Social Care and with Virtual School Heads for Looked-After and previously Looked-After Children.

The school will continue to update this Addendum as/when necessary, to reflect any updated guidance from:

- Our Local Safeguarding Partners
- The Local Authority about children with Education, Health and Care (EHC) plans, the Local Authority Designated Officer and Children's Social Care, Reporting Mechanisms, Referral Thresholds and Children in Need

The following guidance is currently in place:

Multi-Agency Safeguarding Meetings (updated Information published on 25/03/2020)

As from the 18 March all meetings (for example: Looked After Reviews, Child Protection Conferences, Children in Need Reviews) will take place virtually and no face to face conference/meetings will currently take place.

All attendees of meetings will be notified of how they will contribute the meeting and the school will take steps to ensure that they are able to comply with these arrangements.

As there will be delays in circulating the records of such meetings, the school representative will take notes of recommended actions.

For these statutory meetings to go ahead it is equally important that all professionals and especially the allocated Social Workers provide updated reports, care plans and review of arrangements, to these meetings. The school will ensure this is a priority. All reports will be emailed using the current arrangements for these meetings taking place.

For Initial Child Protection Case Conferences and Review Conferences, partners will be expected to be available so that the Child Protection Managers (CPMs) can call them to discuss the children and issues of risk, enabling partners to contribute to the plan that the CPM will build based on information shared from all parties.

Derbyshire Community Response Unit

As people become ill with COVID-19 and need to self-isolate their personal circumstances may mean they need some additional help.

The Community Response Unit (CRU) is for people who have no one else to support them. The CRU will be helping people to access food banks or shopping depending on their financial resources; they will help people access support for prescriptions; they will be signposting people to financial advice; and will be offering support for those in social isolation such as telephone befriending. This will be delivered by the Community and Voluntary Sector (CVS).

As CRU requests for help are triaged, if any children are identified as being vulnerable the CRU hub will liaise directly with Children's 'Starting Point' to support the triage of the children's needs.

The CRU is not a service as such it is an enabler to help people who have no other support to be able to access local support through the CVS network. The CRU has linked up with District/Borough Councils, locality CVS's and key voluntary sector organisations who are coordinating voluntary support within communities.

Anyone who requires support can use the online form:

<https://www.derbyshire.gov.uk/social-health/health-and-wellbeing/health-protection/disease-control/coronavirus/community-response-unit/if-you-need-help/if-you-need-help.aspx> or telephone 01629 535091.

Derbyshire Early Help in communities is supported by the Early Help Transition Team

The Derbyshire Early Help Transition Team will continue to support partner agencies with information, advice and guidance in Early Help. We will stay in contact with our local teams who can assist us and early help, this includes:

- Collating a list of local voluntary services in each community; e.g. Foodbanks, CAB sessions and family support voluntary organisations.
- Contact details for a wide range of validated national organisations has been compiled for partners; including the full range of parenting support and mental health support services.
- Early Help Advisors continue to provide support for partners online and have produced bitesize support sessions that partners can use online with children and families.
- Early Help Advisors maintain links with School Early Help leads.
- Children Centres: provide online support for 0-5 year olds and have posted on their Facebook pages updated information advice and guidance for parents including signposting to key support agencies.

Locality Early Help Teams (0-19yrs) Providing Targeted Support Including Childrens Centres

The school will continue to make the appropriate referrals for targeted Early Help support for our children and families. The Locality Early Help teams are receiving referrals from Starting Point and these will be allocated at virtual VCM meetings. They will have close liaison with

the Mental Health preventative services, and these teams are now completing Team Around the Family in a virtual meeting with families and professionals.

The school are aware that there is continued targeted Early Help across the County. Community based groups in centres and youth groups are now closed in accordance with COVID-19 guidance. Contact with Children, Young People and Families has therefore, moved to using technology to provide online contact e.g. Skype, WhatsApp or FaceTime and phone call support.

These practitioners have developed creative solutions to maintain engagement and also provide interactive resources for children and families to use. Regular appointments are made to continue the family support work and the video conferencing and FaceTime facilities enable a tour around the home to support with maintaining family routines.

Practitioners are converting many evidence based tools into online interactive resources and finding new ways to deliver programmes such as:

- ECAT: Every Child A Talker, speech and language development.
- School Readiness programmes
- Solihull Parenting Approach.
- Stronger Families Safer Children: Systemic approach.

A range of Mental Health resources have been made available to the Early Help teams to provide guidance to parents and carers on managing the anxiety and family dynamics of social distancing and self-isolation. These resources will become good guides for practitioners and parents if families begin to experience inter-parental conflict or conflict with children.

Childrens Services has clear guidance on home visit arrangements and if a family does require home visits, then practitioners will undertake these where appropriate based on COVID-19 guidance at the time.

Young Carers

We are aware that vulnerable children as defined, include children who are young carers. Derbyshire Carers Association, commissioned via DCC, will be continuing to provide support for young carers and their families during the coronavirus pandemic. They will offer advice to any new referrals. 01773 833833 or email: youngcarers@derbyshirecarers.co.uk

We will support young carers to attend and stay in school where possible. We are aware that an extended period of time at home could increase the amount of caring the child is doing, impacting on them emotionally and physically.

7. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The school and Social Workers will agree with parents/carers whether Children in Need should be attending school. The school will then follow up on any learner that they were expecting to attend, who does not. The school will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, the school will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the school will notify their Social Worker.

In the case of vulnerable children sharing provision with other schools, the receiving school should have an arrangements in place on how best to share information and follow up with parents if there are any issues e.g. non-attendance.

The school will use the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

In addition, all Derbyshire schools will provide lists of the vulnerable children who are attending the school to the Local Authority to help coordinate responses to vulnerable children as defined by the DfE guidance.

As time moves on our ability to engage effectively with families in this way is improving and we will continue to make contact with our vulnerable children and with families regularly within the existing restrictions

The school will work within the social distancing advice the Local Authority has provided for children in school:

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

8. Safeguarding For Children Not Attending School

Contact Plans

The school have contact plans for children with a Social Worker and children who they have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and Social Worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

These plans set out:

- How often the School will make contact
 - Which staff member(s) will make contact
 - How they will make contact
 - Who to refer to if any concerns arise
-
-

The school have agreed these plans with Children's Social Care where relevant, and will review them when deemed necessary or requested to by Social Care

If the school are unable to make contact with the child(ren), they will contact the relevant professionals: our Family and Student Support Manager, Starting Point, Children's Social Care or the Police.

9. Children attending other settings

Where children are temporarily required to attend another setting, the school will ensure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, the School DSL (or Deputy) and/or Special Educational Needs Co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, Child in Need Plan, Child Protection Plan or Personal Education Plan
- Details of the child's Social Worker
- Details of the Virtual School Head
- Where the DSL, Deputy or SENCO is unable to share this information, the School Senior Leader(s) identified in Key Contacts will do this.

The school will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

10. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at a greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on learners' mental health that are also safeguarding concerns, and act on any concerns immediately. In particular, children are likely to be spending more time online (see Section 12 below).

11. Peer on peer abuse

We will continue to follow the principles set out in Part 5 of Keeping Children Safe in Education, [Sexual violence and sexual harassment between children in schools and colleges guidance](#) and local [multi-agency safeguarding children procedures](#), in particular [Children who Present a Risk of Harm to Others](#) as well as those outlined within the School Child Protection/Safeguarding Policy, when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

The school recognises that during the partial closure a revised process may be required for managing any report of such abuse, and support to victims.

The school will listen and work with the young person, the alleged perpetrator, parents/carers and any multi-agency partner required to ensure the safety and security of the young person and that of the alleged perpetrator.

Concerns and actions will be recorded on Edukey and appropriate referrals made.

The school will put in place any measures possible to support and the students and their families.

12. Online Safety

In school

The school will continue to have appropriate filtering and monitoring systems in place. Where students are using computers in school, appropriate supervision will be in place.

Outside school

Where staff are interacting with children online, they will continue to follow the school's existing Code of Conduct and Guidelines for Safer Working Practice.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection/Safeguarding Policy and where appropriate referrals should still be made to Children's Social Care and the Police if required.

Online teaching will follow the same principles as set out in the staff Code of Conduct Policy.

The school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

The school will consider guidance as detailed below when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should not be recorded.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use communication systems provided by the School to communicate with learners.
- Staff should record, the length, time, date and attendance of any sessions held.

Lady Manners School acceptable use of technology terms and restrictions apply to all staff and students. All Lady Manners School current safeguarding practises are applicable in and outside school with regards to teaching and learning

The school will consider the safeguards around loaning equipment and will take advice from the school ICT services on the issues.

The school will work with any further guidance issued by the Local Authority in respect to remote working and learning, and when using online to communicate with children and their families.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in Section 3 of this Addendum.

The school will ensure children know how to report any concerns they have back to the school, and signpost them to other sources of support if required.

Working with Parents and Carers

The school will ensure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online information on this can be found at www.ladymanners.net/keepingsafe
- Are aware of what the school is asking children to do online, including what sites they will be using and who they will be interacting with from our school.
- Are aware that parents/carers should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources the school provides.
- Know additional resources that are available for support to keep their children safe online. This information can be found at www.ladymanners.net/keepingsafe

The school will work within any further local guidelines issued to Schools/Colleges/Education settings around Video Conferencing and Remote Learning (e.g. Zoom, Microsoft Teams) during the COVID-19 Outbreak.

13. Mental Health and Well-being

Where possible, the school will continue to offer our current support for learner mental health and wellbeing for all of our learners. We have a counsellor who will continue to support his clients virtually, Changing Lives Project.

The school will also signpost all learner, parents and staff to other resources to support good mental health at this time.

When setting expectations for students learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health and well-being.

The Derbyshire Early Help teams are closely aligned with the Mental Health Specialist Community Advisors and they will work together to provide the most appropriate support for children and families during the current COVID-19 pandemic.

This will include online support from preventative services, specialist services and if appropriate the Crisis Teams will support children.

Resources are available and have been especially adapted to support children who may be anxious during social distancing and self-isolation; these are available from the DCC website and school staff can be guided to these resources by the local Early Help Teams:

<https://www.derbyshire.gov.uk/social-health/health-and-wellbeing/health-protection/disease-control/coronavirus/schools/schools-parents.aspx>

<https://www.mentallyhealthyschools.org.uk/media/1960/coronavirus-mental-health-and-wellbeing-resources.pdf>

Supporting Children Not in School

The school is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral type support in school, they should ensure that a robust contact plan and risk assessment is in place for that child or young person.

Details of this plan must be recorded on Edukey as should a record of contacts that have been made.

The contact plans can include; remote contact, phone contact, door step visits. Other individualised contact methods should be considered and recorded.

The school and its DSL will work closely with all stakeholders to maximise the effectiveness of any contact plan.

This plan and risk assessments must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

The school recognises that education is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at the school need to be aware of this in setting expectations of learners' work where they are at home.

The school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on Edukey and the "Vulnerable students" spreadsheet.

Supporting Children in School

The school is committed to ensuring the safety and wellbeing of all its students.

The school will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to learner ratio numbers are appropriate, to maximise safety.

The school will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

The school will ensure that where they care for children of critical workers and vulnerable children on site, will ensure appropriate support is in place for them. This will be bespoke to each child and recorded on Edukey and or the "Vulnerable students" spreadsheet.

14. Domestic Abuse

The current COVID-19 measures being taken are likely to increase the stress on family life and it is expected that domestic abuse incidents are likely to rise.

The school will continue to receive domestic abuse notifications via the Stopping Domestic Abuse Together (SDAT) initiative as will Children's Social Care. Notifications will continue to be recorded in the children's Safeguarding File. The Police are providing the existing responses and there is no change to practice:

<https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/domestic-abuse-notifications.aspx>

As with any concern about a child the school will take steps to ensure the child is safe. In all cases the school will review what they know about the child and their family.

If the child is expected to attend school the usual checks should be made on their welfare.

- What is known about the child when they arrived (or not) at school today?
- Who in the school needs to be informed?
- What 'checks' need to be carried out and how best can these be achieved?
- Are they in school today? How are they presenting physically and emotionally? Are there any changes in their behaviour?

When a child is not at expected to be at school there should be consideration about how best the school can seek assurance on their welfare and what checks can be made.

In all cases the school will make general enquires with the child about how they are. The Domestic Abuse Notification should not be referred to unless it is directly mentioned by the child or where the parent/carer raises the issue.

If the DSL/Deputy DSL identifies any child protection concerns they will refer to Children's Social Care.

Children's Social Care will also review the incident and will liaise with the school where there are Child Protection concerns about the safety of the child.

Where the DSL has identified a child to be on the edge of Social Care support; or who would normally receive pastoral type support in school, they should ensure that a robust contact plan and risk assessment is in place for that child or young person.

Details of this plan must be recorded on Edukey and/or the "Vulnerable students" spreadsheet as should a record of contacts that have been made.

The contact plans can include; remote contact, phone contact, door step visits. Other individualised contact methods should be considered and recorded. The school and its DSL will work closely with all stakeholders to maximise the effectiveness of any contact plan.

This plan and risk assessments must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

15. Staff Recruitment, Movement of Staff, Training and Induction

Recruiting New Staff and Volunteers

- The school will continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.
- The school will continue to follow safer recruitment procedures, and Part 3 of Keeping Children Safe in Education.
- In urgent cases, when validating proof of identity documents to apply for a DBS check, the school will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.
- New staff must still present the original documents when they first attend work at the school.
- The school will continue to undertake the usual checks on new volunteers, and to carry out Risk Assessments to decide whether volunteers who are not in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.
- Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a Safeguarding Induction.

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the school will continue to follow the relevant Safer Recruitment Processes for their setting, including, as appropriate, relevant sections in Part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face to face contact.

Where the school is utilising volunteers, they will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances

will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Staff 'on loan' from Other Schools

If staff are deployed from another education or children's workforce setting the school will take into account the DfE supplementary guidance on Safeguarding Children during the COVID-19 pandemic and will accept portability by seeking assurances from the current employer in writing that;

- the individual has been subject to an enhanced DBS and Children's Barred List check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

As well as seeking assurance from the 'loaning' School that staff have had the appropriate checks; the School will also assess the risks of staff 'on loan' working in the School.

The school will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

Safeguarding Induction and Training

The school will make sure loaned staff and volunteers are aware of changes to the procedures and local School arrangements.

New staff and volunteers will continue to receive:

- A Safeguarding Induction
- A copy of the Schools/Colleges Child Protection Safeguarding Policy (and this addendum)
- Keeping Children Safe in Education (part 1)

The school will decide on a case by case basis what level of Safeguarding Induction staff 'on loan' need. In most cases, this will be:

- A copy of the School Child Protection/Safeguarding Policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

The school will pay regard to:

Visitors and External Contributors Policy, issued to all Derbyshire education settings:
<https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/safeguarding-model-policies.aspx>

16. Keeping Records of who is on Site

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that any school is aware on any given day which staff/volunteers will be in the School. They will also ensure that appropriate checks have been carried out,

especially for anyone engaging in regulated activity. The school will continue to keep the Single Central Record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Everyone who will be working or volunteering in school on a given day will be asked to sign in at reception.

17. Concerns about a staff member or volunteer

The school will continue to follow the principles set out in Part 4 of Keeping Children Safe in Education, the School Policies and the local Multi-Agency Safeguarding Children Procedures, [Managing Allegations against Staff, Carers and Volunteers](#).

Staff should continue to act on any concerns they have immediately. There are no practice changes as to how a referral is made to the Derbyshire LADO. Forms are completed and sent into: Professional.Allegations@derbyshire.gov.uk

The school will continue to follow their legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

The school will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency as per paragraph 166 of KCSIE. This will be undertaken via the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

Staff Absence

Where the school has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or First Aiders, this will be discussed immediately with the Headteacher.

18. Monitoring Arrangements

This policy will be reviewed and updated as Guidance from the Local Safeguarding Partners, other relevant agencies or DfE is received, and as a minimum every 4 weeks by Cassandra Osborn, Assistant Headteacher. At every review, it will be approved by the full governing board.

19. Links with other policies

This policy links to the following policies and procedures:

- Child Protection/Safeguarding
 - Staff Code of Conduct
 - Health and Safety
 - Behaviour Management, including Mental Health and Behaviour, Bullying/Online Bullying and Prejudice-Based Bullying as well as the use of reasonable force/physical intervention, including the increased vulnerability of children with Special Education Needs (SEN) or disabilities and equality duties
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- Meeting the needs of pupils with Medical Conditions
- Providing First Aid
- Online safety and other associated issues, including sexting/‘youth produced sexual imagery’, use of pupil mobile phones in school and appropriate filtering and monitoring, including how children can be kept safe from terrorist and extremist material
- Safer Recruitment and Selection, including Single Central Record
- Managing Allegations against Staff, including volunteers and incorporating ‘duty to refer’
- School Attendance and children who runaway or go missing from education, home or care
- School Complaints Procedure
- Information sharing
- Confidential Reporting Code