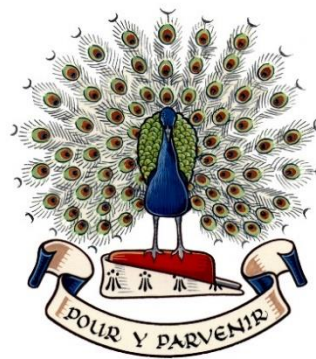


# LADY MANNERS SCHOOL

## SAFEGUARDING AND CHILD PROTECTION

### POLICY



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## 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' (updated 2020) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

"Keeping Children Safe in Education" 1 Sept 2022 which is the statutory guidance for Schools and Colleges.

"What to do if worried a child is being abused" (March 2015)

"Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

"The Prevent Duty for schools and childcare providers" (June 2015).

Sexual Violence and Harassment between children in schools and colleges, Sept 2021

The Role of the Designated Teacher for Looked After and Previously Looked after children, Feb 2018

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

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 Derby and Derbyshire Safeguarding Children Partnership.

### 1.2 Principles

Safeguarding arrangements at Lady Manners School are underpinned by five 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.

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- 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 section 8). All those working in school feel confident that they can report safeguarding concerns and that the concerns 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 latest Working Together guidance.

### 1.3 Definitions

**Child:** A child is anyone who has not yet reached their 18<sup>th</sup> 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, volunteers, contractors, agency workers and governors who carry out their role in the school.

## 2. SAFEGUARDING ROLES AND RESPONSIBILITIES

### 2.1 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 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 A**).

- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Designated Safeguarding Lead
  - Being aware of the 'Allegations Against Professionals' LADO procedures (see section 8) and feel confident in being able to use them, including raising concerns about other staff and the school.
  - 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, 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 or 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 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 local Safeguarding partnership's Escalation Policy and dissent policies
  - Being aware of what is extremism in all its forms, including ideologies and race hate. Therefore, understanding their duties under Prevent.
  - The Senior Leadership Team/DSL in the school are mindful of national/ local Serious Case Reviews, and serious incident reviews to help inform
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their practice and implement any lessons learnt for this school. Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and learning relevant for schools can be found here: [Serious Case Reviews \(ddscp.org.uk\)](https://www.ddscp.org.uk)

- Referring and adhering to Children Missing from Education (CME) processes as set out by national and local guidelines.
- Recognising that Home Educated Children can be more vulnerable than other children and ensuring processes are followed when a child is likely to be removed from the roll.
- Recognising that Looked After Children and care leavers are more vulnerable than other children and ensuring their needs are acknowledged and met by working with the allocated Social worker on the Pathway Plan and transitions into Post 16.
- 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.
- Identifying a young carer and ensure they are supported and signposted to organisations that can help them.
- Being aware of the Private Fostering Policy, 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 may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous.
- Recognising that children are capable of abusing other children or their peers. That this may constitute sexual violence and/or harassment and is a child protection concern requiring action and reporting.
- Identifying children who may be vulnerable to criminal and sexual exploitation, including trafficking, and knowing that they should seek advice and report any concerns.
- When using reasonable force, ensuring it is in line with national guidelines and considers individual student needs and risk management/care plans and in particular with regard to SEND.
- Recognising that a child may be homeless and obtaining the necessary help and support to help them continue in education.
- Recognising emotional and mental health needs in children, when children are struggling to seek advice, and support including signposting to health agencies and organisations who can assist.

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### 3. TYPES OF ABUSE

#### 3.1 Child Abuse

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

- protecting children from maltreatment
- preventing impairment of children's' health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is defined in the 'Keeping Children Safe in Education Statutory Guidance 2022'. Details can be found in **Appendix B**.

This school understands that there are indicators of child abuse., These should not be considered as a definitive list, but used when considering the possibility of abuse in children. A full explanation of indicators is in **Appendix C**.

#### 3.2 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.

Where appropriate these issues will be included in the curriculum:

- Bullying including cyber bullying and cyber crime
- Children at risk of exploitation including child sexual exploitation
- Child sexual abuse within the family
- Compromised parenting, particularly in relation to babies and very young children
- Domestic Abuse and teenage relationship abuse
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM), Forced Marriage and breast ironing
- Gangs, Youth Violence and trafficking
- Gender based violence/Violence against women and girls (VAWG)
- Hate including race hate, discrimination, including LGBTQI+
- Mental Health
- Missing children from education and home
- Online abuse/Sexting/harassment
- Private Fostering
- Preventing radicalisation
- Substance and alcohol abuse

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### 3.3 Domestic Abuse

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

Children living with Domestic Abuse in their home or who are caught up in incidents of Domestic Abuse, are victims, and this can seriously harm children. Some children are physically harmed as they can get caught up in the incident, some children are witnesses to the abuse, or hear the abuse. The impact on children living in a household where there is Domestic Abuse is likely to influence their development and social skills. We will treat any disclosure of information relating to Domestic Abuse as a Safeguarding concern and we will follow local Safeguarding Procedures.

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

Lady Manners School receives a notification (SAT) from Derbyshire Police where there has been an incident in a household involving a child at this school. We have agreed processes on how to respond and support the student whilst in school and are able to escalate any safeguarding concerns into Children's Services.

Teenagers aged 16/17 in a relationship are protected by Domestic Abuse Safeguarding Procedures and the law. If our school is aware that any information received about such a concern, we will treat this as a safeguarding concern and follow our safeguarding processes.

The Multi-Agency Risk Assessment Conference (MARAC) is a multi-agency approach in managing cases of Domestic Abuse and where children are residing, the victim will be seen as high risk of serious harm/ homicide. A Multi-Agency response is essential in ensuring that victims and their families are as safe as possible.

This school recognises this process and that as a partner they can make a referral into MARAC, based on information provided to them by a child, parent or carer.

### 3.4 Emotional/Mental Health and Well-being

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

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

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

Undertaking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and well-being in children, and greater readiness to learn, improved attendance, attention, behaviour, and attainment.

Lady Manners School has a Senior Mental Health lead with the knowledge and skills to implement an effective whole school approach to mental health and wellbeing

We will provide information and signposting services to children and parents. If staff have an emotional or mental health concern about a child we will respond to the concern, inform, and discuss our concerns with parents and carers and seek ways to support the child in and out of school.

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

### **3.5 Online Safety, Cyber Security (including remote/blended learning)**

Lady Manners School ensures that we have information and processes to raise awareness of online safety and cyber security for all our staff, children, and parents, and have a whole school approach to online safety.

Our on-line safety policy covers a range of online safety issues including:

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



Cyber Security is a growing Safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against Cyber threats and help keep staff and students safe, particularly when using remote learning platforms and remote teaching platforms/delivery styles.

See our Online Safety Policy for more details and guidance.

### **3.6 The Criminal Exploitation of Children**

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

Criminal exploitation is child abuse where children are manipulated and coerced into committing crimes.

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

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

- using the property to deal, store or take drugs
- using the property to sex work
- taking over the property as a place for them to live
- taking over the property to financially abuse the tenant

The most common form of cuckooing is where drug dealers take over a person's home and use it to store or distribute drugs. Children living in these properties are at risk of neglect and other types of abuse.

### **3.7 The Sexual Exploitation of Children**

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

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

It can occur online, and many young people can be persuaded or forced to have sexual conversations by text or online, send or post sexually explicit images of themselves, take part in sexual activities via a webcam or smartphone.

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Children and young people in sexually exploitative situations and relationships are persuaded or forced to perform sexual activities or have sexual activities performed on them in return for gifts, drugs, money, or affection.

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

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

### **3.8 Forced Marriage/ Honour based Violence and Female Genital Mutilation**

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

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

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

### **3.9 Prevent and Counter Terrorism**

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
- 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

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Safeguarding Procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our students' resilience to radicalisation.

Any indicators that the concern may be of possible extremism. A referral will be made to the Derbyshire Police Prevent Team: [Extremism and Prevent \(derbyshire.gov.uk\)](https://www.derbyshire.gov.uk)

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. We will record any concerns as a safeguarding record.

### 3.10 Child on Child abuse, Sexual Violence and Harassment

Children are vulnerable to physical, sexual, and emotional bullying and abuse by their peers. Such abuse will be taken seriously by this school and we will aim to eradicate any behaviours seen as this.

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

- within their household (for example sibling abuse or violence towards
- parents/carers); and
- outside of the child's immediate household.
- education or community settings
- on-line/off-line or both

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

The school will consider and may apply the disciplinary policy.

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

- [Derbyshire's Harmful sexual behaviour guidance](#)
- [Lucy Faithful Traffic Light Tool](#)
- Local intel and mapping tools and meetings e.g. LCP's - local children's partnerships.
- [Risk management plans for alleged abusers](#)
- [Victim support plans for alleged victims](#)

We will work with partners for example, the police, health, children's services, and youth offending to help keep the child safe and feel protected. We will seek advice for the child and signpost them to services.

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

- language seen as derogatory, demeaning, inflammatory
- unwanted banter
- sexual harassment
- up-skirting
- sexual violence
- hate
- homophobia
- based on gender differences and orientation
- based on difference

We will use the following national and local guidance's to assist us:

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

All staff will receive an awareness and understanding of child on child abuse, sexual violence and harassment in their training and we will work together to reduce this behaviour and any related incidents.

We aim to use approaches in the curriculum to address and tackle child on child abuse and eradicate any cultures pertaining to an unsafe and unhealthy school where children do not feel safe.

### **3.11 Serious Violent Crime/Carrying Knives/Offensive Weapons and Gang Culture**

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

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

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

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

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- 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/gang culture, this is a safeguarding concern and the safety and well-being of the child takes priority. This will require a discussion with the Designated Safeguarding Lead who will consider if a referral to the police and children's services are needed.

### **3.12 Relationship, Sex, Health Education (RSHE)**

Relationship, Sex and Health Education is compulsory. As a school we have developed our approaches to meet statutory requirements and teaching. This will include equality, diversity, and difference.

We acknowledge that there may be times during the teaching of RSHE, that children may need an opportunity to talk to a trusted adult in the school. We will aim to provide that opportunity along with the availability for children to access national organisations and resources that may help with teaching RSHE in our school.

## **4. SAFEGUARDING PROCESSES AND PROCEDURES**

- 4.1 The school will deliver its responsibilities for identifying and acting on emerging needs, Early Help, Safeguarding and Child Protection in line with national and local policies and procedures. The school will refer to and use the Safeguarding Policies and Procedures as set out by the Derby and Derbyshire Safeguarding Children Partnership.

The Derby and Derbyshire Safeguarding Children Partnership Threshold Document is available to this school and all partners. This assists this school with identifying a level of need for a child and their family in Derby and Derbyshire. Border local authorities also have their own, details of which can be found in the local Children's Safeguarding Procedures. This document will be used to help identify the level of concern and any next course of action.

- 4.2 **Children with Emerging Needs and those children who may require Early Help**

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All staff working within the School should be alert to the potential need for Early Help for children, following the procedures identified for initiating Early Help using the local and current Safeguarding Partnership Threshold Document, and also consideration 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 emotional/mental ill health.
- is showing signs of displaying behaviour or views that are extreme.
- is misusing drugs or alcohol themselves:
- not attending school or are at risk of exclusion from school.
- frequently going missing/goes missing from care or from home.
- is at risk of modern slavery, trafficking, exploitation, radicalised.
- not in education, training, or employment after the age of 16 (NEET).

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

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

Lady Manners has an on-site team of Early Help workers to support these children and families including information sharing, procedures around step up into children's service and robust recording.

### **4.3 Needs of Children with a Social Worker**

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

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

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

#### **4.4 Making a referral into children's services**

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 abuse) this is a child protection concern and safeguarding procedures must be followed. An initial telephone referral must be made to Call Derbyshire who generate an internal referral to Starting Point, Derbyshire's first point of contact for Children's Services Department. An online referral must then be completed to follow up the initial telephone call.

Where the Designated Safeguarding Lead/Pastoral Team identifies a child in the school who requires child in need services under Section 17 of the Childrens Act, an online referral form is completed.

If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of any multi-agency plans, is submitted by email to Starting Point along with the referral.

When a member of staff has concerns for a child, and if the school are aware that the case is open to an Allocated Worker in locality, they will discuss their concerns with the Allocated Worker, or use the escalation process if contact is not successful.

We will ensure we have spoken to the family about our concerns and proposed actions unless to do so would place the child at risk. The decision not to inform parents and 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.

#### **4.5 Creating a safe and secure 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. 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 and 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 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.

## **5. SCHOOL GOVERNANCE**

### **5.1 The Governing Board and Senior School Leadership Team will:**

- Take leadership responsibility for the school's Safeguarding and Child Protection arrangements.
  - Ensure we are up to date with emerging issues in safeguarding and recognise the strategies by the Local Authority in trying to keep children
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safe In Derbyshire, for example CRE/CSE/Online safety/Child on Child abuse.

- Ensure that we have enhanced DBS and other checks that may be required (Section 128)
- Have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority and Partner Agencies.
- Ensure we undertake annual Safeguarding Training as part of whole school training.
- Undertake WRAP/Prevent training and keep this up to date and will ensure that DSLs do the same.
- Ensure that we have a Senior Designated Safeguarding Lead, and a Deputy Designated Safeguarding lead appointed from the Senior Leadership Team.
- Ensure that the DSL's are fully equipped to undertake the Safeguarding role and have access to the appropriate training and with certified training every two years.
- Ensure a Designated Safeguarding Lead is on the premises and available at all times during the school day and there is a contact for any school holiday activities on site. The Leadership Team will ensure there is always cover and there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings, and residential visits.
- Have a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEND alongside other nominated leads in the School on these issues.
- Have an appointed teacher who is responsible for Looked after Children, and the additional roles as defined by the new DfE guidance.
- Have an appointed lead in Mental Health and Wellbeing in the school
- Have procedures in place in handling allegations against staff and will ensure that any concerns that staff have are referred to the Local Authority Designated Officer (LADO) where the threshold is met.
- User quality assurance and audit to ensure there are robust Safer Recruitment procedures and a framework of checks in place, including tracking and monitoring of all staff (the Single Central Record)
- Ensure all staff undertake an induction which includes knowledge regarding types of Child Abuse, specific Safeguarding issues and

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familiarisation with Child Protection responsibilities and Local Safeguarding Procedures. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the school's policies and procedures.

- Ensure that all staff receive the appropriate training, which is regularly updated, and includes an annual whole school training event in Safeguarding.
- Ensure all staff who have any contact with children are aware of the GDPR 2018 regulations. That they share information about a child where there are safeguarding concerns and they do not use GDPR as a reason for not sharing that information.
- Ensure that in the curriculum children are taught about Safeguarding, including Online Safety.
- Monitor that Sex, Relationship and Healthy Relationship teaching is embedded in the in the curriculum and staff are trained and equipped to deliver.
- Ensure that all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- That an overview of records and data used in the school are discussed with the governing body to help identify patterns, trends, specific Safeguarding issues and that this is a regular activity of the leadership team/ DSL.

## 5.2 Notifications

The Governing Body/Senior Leadership Team will also ensure that:

- We notify the Local Authority of a Child Missing from Education within the timescales set out by the Local Authority
- We notify the allocated Social Worker, if there is an unexplained absence of a child who is the subject of a Child Protection Plan.
- We notify Children's Services if it is thought or known that a child may be Privately Fostered and will see advice from Children's Services on hosting families as they may come under this regulation.
- We notify the Local Authority and Children's Services if we have welfare concerns of a child is likely to be or is EHE.
- That we use the Police Prevent referral pathway to report concerns about extremism or views considered to be extreme.
- That we use the national systems in place to report any unsuitable adult to:
  - National Barring and Disclosure Service
  - The Teacher Regulation Agency.

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## 6. SAFER WORKING PRACTICES

- 6.1 The school will follow the requirements as described in the Statutory Guidance Keeping Children safe in Education, Sept, 2022, Part three and Part four.

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

- Recruitment and staffing.
- Records and record keeping of personnel who are working and have worked in the school.
- Having a staff code of conduct, for when working in school and when out in the community and including when online.
- Managing allegations against staff.
- Using national and local procedures aimed to identify and prevent unsuitable adults from working with children, for example, referring to LADO for managing allegations, the DBS service, national teacher standards, and Teaching Disciplinary Regulations, 2012 where relevant.
- Co-operating with and providing information to the LADO, police and/or children's social services.
- Using consultation with the human resources service.
- Seeking employment legal advice and services.

We will operate a Single Central Record which will cover all staff, including Governors, Volunteers, frequent Visitors, Students, Agency, and Supply, and in some cases, Contractors providing a service to the school.

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

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

## 7. RECRUITMENT, STAFFING:

### 7.1 Recruitment

- All interview panels will have at least one member who has undergone Safer Recruitment Training and is up to date and has the necessary skills and knowledge.
- In an interview there will be a minimum of two questions regarding Safeguarding.
- We will investigate any gaps provided in references and will require an explanation for the gaps.
- We will raise an alert with a member of the Senior Leadership Team if there are gaps in references and / or any missing references.

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- Provide risk assessments of any employee who in post does not have a reference or cannot provide one due to length in post.

In the pre-recruitment process. We will in all cases check and verify:

- the identity of candidates.
- professional qualifications.
- the right to stay and work in the UK.
- is not subject to a prohibition order issued by the Secretary of State
- References and ask for and follow up at least two references.
- applications for gaps in employment.
- If disqualification by association applies

## 7.2 The Disclosure and Barring Service (DBS) is available to this school to help employers make Safer Recruitment decisions.

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

A DBS check will be requested as part of all pre-recruitment checks.

We will also ensure that we have procedures in place to make a referral to the 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. This is a legal duty, and includes Teaching Disciplinary Regulations, 2012.

## 7.3 Overseas checks

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

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

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.

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.

Whilst this school is not the employer of supply/agency teachers, we will take responsibility and will ensure any allegations are dealt with correctly. Where a concern is raised, a member of the Senior Leadership Team/DSL will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. They will also keep track of any enquiry and investigation and keep records.

## 7.5 Volunteers/Student teachers/Coaches/Work Placements

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

We will use a risk assessment model **Appendix F** to determine suitability. If the person is over 18 years of age, we will seek a DBS check if appropriate.

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If there are any concerns about this person, we will apply the Allegations against Professionals, volunteers, and carers procedure.

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

## **7.6 Contractors**

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

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

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

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

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

## **7.7 Regulated Activity**

The Senior Leadership Team/DSL will need to be aware and have a clear understanding of what regulated activity is and implications for volunteers in this school.

This may mean undertaking risk assessments on any activity.

## **8. DEALING WITH ALLEGATIONS AGAINST STAFF, VOLUNTEERS, AND CARERS**

The school will adhere to the procedures set out under 'Allegations Made Against Professionals' (Allegations of Abuse by Teachers and other Staff), this document can be found on the Derby and Derbyshire Safeguarding Children Partnership website.

If a member of staff has concerns about another member of Staff, Volunteer, Carer, Student, Supply and Agency Staff, then this will be referred to the Headteacher. Where there are concerns about the Headteacher this will be referred to the Chair of Governors.

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

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

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

- regardless of whether the school/setting is where the alleged abuse took place.
- allegations against a Teacher who is no longer teaching
- historical allegations of abuse taking place in the school/setting.

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

This school will ensure we have followed all the necessary duties and processes under this process and under Whistle Blowing if this applies. We will use from the Derby and Derbyshire Safeguarding Children's Procedures section 2, and, in all cases, will consult with our Human Resources Department.

If a report of an allegation/s is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider if the child who has made the allegation is in need of help or may have been abused by someone else and a referral to Children's Social Care services may be appropriate.

If a report is shown to be deliberately invented or malicious, the school will consider sanctions.

Where the allegations are substantiated, the school will fully ensure any specific actions are undertaken on the management of this outcome and during the exit arrangements, and as outlined in part four of Keeping Children Safe in Education statutory guidance for schools and colleges

#### **A low-level concern:**

- Allegation/concerns that do not meet the harms threshold are referred to as 'low level concerns'.
- This school will have a policy and process on how to deal with a low-level concern. It is in line with any Local Children's Safeguarding Procedures and Policy and LADO.

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- The policy and processes will apply to contractors, supply and agency staff and we will inform their employer to assist them in determining any historical context, the current concerns and decision making.
  - A low-level concern will be recorded and retained on the individual's personnel file. Records on individuals will also be reviewed in order that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
  - We will make this aware to all staff and in line with our Staff Code of Conduct and Guidance regarding Safer Working Practice and promoting safe cultures in schools.

## 9. 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 file for each child. We will keep separate logs for each child if there is a bullying incident.

All concerns will be recorded clearly and with all decisions, actions taken, outcomes and a confirmation of 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 is designated in a role to Safeguard children at the school/setting.

We will follow the recommended GDPR guidelines and the Data Protection Act.

We will follow the Local Authorities' current guidance on the Child Protection Record Keeping Guidance for Schools and await any instruction with regard to the National Inquiry into Child Sexual Abuse (historical Child Protection records on children and records on staff where there are allegations).

We will 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 this school.

## 10. IMPORTANT CONTACT DETAILS

A list of important contacts is explained in **Appendix E**.

## 11. 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.

The Headteacher will report any significant issues to the Chair of the Governing Body that may have an impact on Safeguarding in the school

The policy is monitored on a regular basis as part of the termly safeguarding meetings which include the 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.

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**Appendix A****ROLES AND RESPONSIBILITIES IN SAFEGUARDING**

The Senior Designated Safeguarding Lead is:	<b>Debbie Ridley</b>
The Deputy Designated Safeguarding Leads are:	<b>Cassandra Osborn and Matthew Foyle</b>
The Appointed Teacher for Looked after children/virtual School:	<b>Cassandra Osborn</b>
The Appointed Teacher for SEND:	<b>Claire Wilson</b>
The Designated Lead(s) is/are for Anti- Bullying:	<b>Debbie Ridley</b>
The Designated Link Governor for Safeguarding is:	<b>Linda Allen</b>
The Designated Link Governor for Anti-Bullying is:	<b>Linda Allen</b>
The Designated link Governor for Looked after Children (Child in Care) is:	<b>Linda Allen</b>

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**Appendix B****TYPES OF CHILD ABUSE**

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional Abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Sexual Abuse** and child sexual abuse within the family (CSIF) involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
  - provide adequate food, clothing, and shelter.
  - protect a child from physical and emotional harm or danger.
  - ensure adequate supervision (including the use of inadequate caregivers); or
  - ensure access to appropriate medical care or treatment.
  - respond to a child's basic emotional needs
- **Bullying** and forms of bullying on and off-line including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse [**cross reference /refer to School Bullying Policy and similar other policies**].

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## Appendix C

### INDICATORS OF CHILD ABUSE

#### 1. Physical Abuse

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

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

The physical signs of abuse may include:

- unexplained bruising, marks, or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks.
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

#### 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.

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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. Sexual Abuse

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

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

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
  - fear of being left with a specific person or group of people
  - having nightmares
  - running away from home
  - sexual knowledge which is beyond their age, or developmental level
  - sexual drawings or language
  - bedwetting
  - eating problems such as overeating or anorexia
  - self-harm or mutilation, sometimes leading to suicide attempts
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- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults.

#### 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.

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## Appendix D

### MAKING A REFERRAL

#### Essential information to include when making a referral:

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

Other information that may be essential.

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

***(You can refer here, to any flowcharts here on how to make and making a referral you have developed, include location of)***

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

### Making a Referral

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

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

### **\*Practice Examples**

#### **Level 1 - Universal Open Access to Provision**

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

#### **Level 2 - Emerging Needs**

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

#### **Level 3 - Intensive**

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

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

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

#### **Level 4 - Specialist**

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

#### **Confidentiality**

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

- Confidentiality.
- The gathering of evidence.



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

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

### **Listening to the Child**

If the child makes an allegation or discloses information which raises concern about Significant Harm, the initial response should be limited to listening carefully to what the child says to:

- Clarify the concerns.
- Offer reassurance about how s/he will be kept safe.
- Explain that the information will be passed to Children's Social Care and/or the Police.

If a child is freely recalling events, the response should be to listen, rather than stop the child; however, it is important that the child should not be asked to repeat the information to a colleague or asked to write the information down.

If the child has an injury but no explanation is volunteered, it is acceptable to enquire how the injury was sustained. A body map diagram may be used but it is not acceptable to take photographs.

However, the child must not be pressed for information, led, or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice police investigations, especially in cases of Sexual Abuse.

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

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

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

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

### **Parental Consultation**

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

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

- Discussion would put a child at risk of Significant Harm.
- There is evidence to suggest that involving the parents / caregivers would impede the police investigation and / or Children and Families Services enquiry.
- Where there are concerns that a child may have been conceived as a result of an incestuous relationship or intra-familial sexual abuse.
- Complex (multiple or organized) abuse is suspected.
- Fabricated or induced illness is suspected.
- To contact parents / caregivers would place you or others at risk.
- Discussion would place one parent at risk of harm, for example. in cases of domestic abuse.
- It is not possible to contact parents / caregivers without causing undue delay in making the referral.
- Where there are concerns about a possible forced marriage or honour-based violence.
- An allegation is made that a child under 13 has been involved in penetrative sex or other intimate sexual activity.

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**Appendix E****IMPORTANT CONTACT DETAILS**

Derbyshire Call Derbyshire (Starting Point): Tel: 01629 533190  
24/7, 365 days per week Derbyshire contact and referral service for concerns that a child/adult over 18 is suffering or at risk of significant harm.

**All other requests for support for children and their families use an on-line referral form**

**[www.derbyshire.gov.uk/startingpoint](http://www.derbyshire.gov.uk/startingpoint)**

Starting Point Professionals Advice line Children Tel: 01629 535353

Derby City First Contact Team Tel: 01332 641172

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

When to contact the Police:

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

Police Non-Emergencies: 101

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

**Report Child Abuse****Cyber Crime**

[www.saferderbyshire.gov.uk/cyberchoices](http://www.saferderbyshire.gov.uk/cyberchoices)

**Prevent:**

Making a Prevent referral Derby & Derbyshire

**[www.saferderbyshire.gov.uk/preventreferral](http://www.saferderbyshire.gov.uk/preventreferral)**

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

**NSPCC - National Helpline**

Tel: 0808 800 5000

**Childline**

Tel: 0800 11 11

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## APPENDIX F

### 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**

**Lady Manners School: Information Form for Working/Volunteering with Students**

This form should be completed and returned to the Human Resources Manager before the arrangement begins

**SECTION A:** To be completed in all cases by the member of school staff

<b>Name of person:</b>		<b>Member of school staff responsible:</b>	
<b>How is this person known to you?</b>			
<b>What is their previous relevant experience:</b>			
<b>Brief nature of their duties during the engagement:</b>			
<b>Date from:</b>		<b>Date to:</b>	
<b>Duration/frequency of work (e.g. once per week, every day for one week):</b>			
<input type="checkbox"/> If the engagement is a 'one off', I confirm that they will be supervised by a member of LMS staff			
<input type="checkbox"/> I confirm that I have seen identification documents relating to this person, and I confirm to the best of my ability that these are accurate			
<p><b>If payment is to be made, please confirm:</b></p> <p><b>Budget code:</b> ~ <b>Total Expenditure:</b> ~</p> <p><b>Rate of pay (£30 qualified teacher, £20 unqualified teacher):</b> ~</p> <p><b>Payment method (e.g. payroll, on invoice):</b> ~ If invoice, please raise a requisition. Invoices should be emailed to <a href="mailto:accounts@ladymanners.derbyshire.sch.uk">accounts@ladymanners.derbyshire.sch.uk</a></p>			

**SECTION B:** To be completed the duration/frequency of working/volunteering exceeds a 'one-off'

<b>Has the person previously had a satisfactory DBS check (e.g. for another organisation)</b>	<b>Yes</b> <input type="checkbox"/> Please provide a photocopy. <b>No</b> <input type="checkbox"/> Date of check:                      Disclosure number:
<input type="checkbox"/> The individual has completed a self-disclosure form. Please attach a copy.	
<input type="checkbox"/> References or testimonials have been obtained. Please attach copies. <u>or</u> supply contact details of two referees:	
<b>Date of Birth:</b>	

<b>Address:</b>	
<b>Email address:</b>	

**SECTION C:** To be completed in all cases

<b>Signed (member of school staff responsible):</b>		<b>Date:</b>	
<b>HR Manager comments:</b>			
<b>Signed (HR Manager):</b>		<b>Date</b>	