



CAVENDISH CLOSE JUNIOR SCHOOL

Child Protection and Safeguarding Policy

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Approved by the Full Governing Body on:

Signed: N. Elks (Chair of Governors)

Signed: S. Field (Headteacher)

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Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented
12.10.15	SJF	P7 Designated Governor changed from Nancy Elks to Trisha Bowen. P19 Addendum – Reference to KCSIE July 2015, FGM, Children Missing, Prevent and Annual CP Audit	12.10.15

This template policy has been developed and signed off by the DSCB Education Hub in June 2015. It has been developed to support schools and education providers in their safeguarding practice and can be amended to suit the education setting. For more details of Education Hub and its role and functions please see the information for schools and education providers' page of www.derbyscb.org.uk.

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1. Introduction

This document outlines the Cavendish Close Junior School Child Protection and Safeguarding Policy. It applies to all adults, including volunteers working in or on behalf of the school.

Child protection is defined as safeguarding and promoting the welfare of children by:

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

Everyone working in, or for our school, shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings;
- Identifying children who may be in need of extra help, or are suffering or likely to suffer significant harm, and taking the appropriate action, working with other services as needed.

We will ensure that parents and our partner agencies are aware of our child protection policy by ensuring that it is displayed in school reception area/s, by raising awareness at initial meetings with parents of new pupils and at parent teacher meetings and ensuring that it is on the school website.

Policy Aims

The aim of this policy is to outline how the school will:

- Promote a positive school ethos where children can learn, feel secure and be safe.
- Prevent unsuitable people working with children and young people.
- Promote safe practice and challenge poor and unsafe practice.
- Identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe.
- Contribute to effective partnership working between parents and all those involved with providing services for children and young people.

The policy will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

Context

This policy enables Cavendish Close Junior School to carry out our functions with a view to safeguarding and promoting the welfare of children under sections 175 and 157 of the Education Act (2002). The policy is in line with the following legislation and guidance:

- Working Together to Safeguard Children (2015)
- Children Act 1989 and 2004
- Keeping Children Safe in Education (2015)
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)
- Protection of Freedoms Act (2012)

The policy is consistent with Derby and Derbyshire Safeguarding Children web-based procedures which can be found at www.derbyscb.org.uk. The school will adhere to the Derby and Derbyshire Safeguarding Children procedures.

Safeguarding the welfare of children is more than purely child protection; it should permeate all activity and functions. This policy therefore complements and supports a range of other school policies and procedures, such as, but not exclusively;

- Health and safety
- Behaviour management
- The use of reasonable force/physical intervention
- Meeting the needs of pupils with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- Internet /e-safety including sexting
- Anti-bullying, including cyber-bullying
- Safer recruitment and selection, including single central record
- School security
- Managing allegations against staff, including volunteers incorporating 'duty to refer'
- Managing allegations against pupils
- Children who runaway or go missing from education, home or care
- Staff behaviour (code of conduct)
- SEN
- Relationships and sex education
- Communication
- Complaints procedure
- Information sharing
- Whistle blowing.

Principles

Safeguarding arrangements in the school are underpinned by the 2 key principles:

- Everyone who comes in to contact with children and their families has a role to play in safeguarding children. All Governors, staff, trainees and volunteers have a responsibility and role to play to safeguard and promote the welfare of children. Staff members will maintain an attitude of "it could happen here" where safeguarding is concerned.
- When concerned about the welfare of a child, staff will always act in the best interests of the child. The school operates a child centred approach taking into account children's views and voices. The child's wishes and feelings will be taken into account when determining what action to take and services to provide to protect individuals children through ensuring there are systems in place for children to express their views and give feedback.

2. Safeguarding Roles and Responsibilities of School Staff

All adults working in, or on behalf of the school have a responsibility to safeguard and promote the welfare of children. This includes:

- Responsibility to provide a safe environment in which children can learn.
- To identify children who may be in need of extra help or who are suffering, or are likely to suffer significant harm. All staff then have a responsibility to take appropriate action, working with services as needed.

Staff induction will include organisation vision, aspirations and expectation of all staff as well as what is considered acceptable and what is not. They will also receive information about systems within the school which support safeguarding. This includes the child protection/safeguarding policy, staff behaviour policy (code of conduct), the role of the designated safeguarding lead (DSL) and the name of the designated governor.

All staff will:

- Read and sign to say that they have read and understood Keeping Children Safe in Education part one: safeguarding information for all staff (2015).
- Receive safeguarding training which is regularly updated¹ so they are equipped with the knowledge and skills to keep children safe.

We will engender the principle that safeguarding is 'everyone's responsibility'.

Roles and Responsibilities of Governors

The Governing Body has the responsibility to ensure that the school complies with safeguarding duties under legislation. Safeguarding is a standing item at all governing body meetings.

The Governing Body will ensure that:

- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2015) by:
 - Providing a co-ordinated offer of early help when low level or emerging needs of children are identified;
 - Contributing to inter-agency support to children subject to child in need or child protection plans; and
 - Allowing access for Children's Social Care to conduct or consider conducting an assessment.
- The school's safeguarding arrangements take into account procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Derby and Derbyshire Safeguarding Children Boards' (DSCBs'). This includes co-operation between partner agencies and providing information to the Derby SCB to allow it to perform its functions.
- The Chair of the Governing body will liaise with the Local Authority Designated Officer (LADO) (also known as Designated Officer) and partner agencies in event of any allegations of abuse made against the head teacher.
- There is an effective child protection policy which is consistent with DSCB procedures, along with a staff behaviour policy (code of conduct). This will be provided to all staff on induction, will be updated annually and available on the school website.

¹ See DSCB Education providers training pathway www.derbyscb.org.uk

- All policies and procedure adopted by governing bodies, particularly concerning referrals of suspected abuse and neglect, are followed by staff.
- A member of the Senior Leadership Team is appointed to the role of Designated Safeguarding Lead (DSL); this will be explicit in the role holder's job description, have the appropriate authority and given time, funding, training, resources and support to fulfil their role effectively. A designated Deputy Safeguarding Lead will also be appointed in the same way.
- The DSL will undergo training at a minimum every two years. The Headteacher and other staff will undergo child protection training regularly. Staff training will be consistent with the DSCB guidance Training Pathways for Education Provider's.
- There is consideration about how children may be taught about safeguarding, including on-line, through teaching and learning opportunities.
- People who pose a risk of harm are prevented from working with children by:
 - Adhering to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers are appropriately supervised.
 - Having a written recruitment and selection policies and procedures in place.
 - The presence of at least one person on any appointment panel who has undertaken safer recruitment training.
- There are procedures in place to handle allegations of abuse against staff and volunteers and that such allegations are referred to the LADO/Designed Officer at the local authority and that procedures are in place to make a referral to the Disclosure and Barring Service when the criteria has been met. There are also procedures in place to handle allegations against other children.
- There are systems in place for children to express their views and feedback. Staff will not agree confidentiality and will always act in the best interests of the child.
- A Designated Teacher will be appointed to promote the education achievement of children who are looked after who has appropriate training. Staff will have the skills, knowledge and understanding to keeping looked after children safe.
- There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions.
- Any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to their attention are addressed without delay.

Roles and Responsibilities of the Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- Sufficient time and resources are allocated to enable the Designated Safeguarding Lead (DSL) and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and concerns are addressed sensitively and effectively in a timely manner.
- The child's safety and welfare is addressed through the curriculum.
- Education Welfare Staff and Social Workers are informed immediately when a child who is looked after or subject to a child in need plan or a protection plan goes missing (DSCB Safeguarding Children procedures chapter 1.6.7).
- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date.

The Roles and Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL is a senior member of staff who co-ordinates the schools safeguarding and child protection arrangements by providing advice and support to other staff on child welfare and child protection matters, to take part in strategy meetings and inter-agency meetings – and /or to support other staff to do so - and to contribute to the assessment of children.

The DSL liaises with the local authority and works with other agencies in line with Working Together to Safeguard Children (2015). Where there are serious/complex needs or child protection concerns, this includes referrals to Children’s Social Care. In exceptional circumstances, i.e. in an emergency or concern that appropriate action hasn’t been taken, staff members can speak directly to Children’s Social Care.

The school also has a deputy DSL to cover for when the DSL is not available.

See appendix 6 for further information about the Role of the Designated Safeguarding Lead (DSL).

Roles and Responsibilities of other School Staff

Any concerns must be discussed with the Designated Safeguarding Lead (DSL).

If staff members are unsure they should always speak to the DSL to clarify the situation and agree if any action is needed. Staff have a responsibility to record all concerns (using the school concerns form) and forward this to the DSL or their deputy. All staff will work with the DSL and where appropriate support Social Workers to take decisions about individual children.

All staff, including volunteers and temporary staff must have an understanding of how the school safeguards and promotes the welfare of children, including the school child protection policy, their role and responsibilities in this and how to report any concerns.

Cavendish Close Junior School staff with specific safeguarding responsibilities

- Designated Safeguarding Lead: Simon Field - Headteacher
- Deputy Designated Safeguarding Lead : Sarah Fowler – Assistant Head/SENCO
- Designated Governor: Trisha Bowen
- Designated Teacher for looked after children: Simon Field - Headteacher

Other Key Safeguarding Contacts

- Children's Social Care
 - First Contact Team 01332 641172
 - Careline (out of hours service) 01332 786968
- Local Authority Designated Officer (LADO) 01332 717818
- Police Safer Neighbourhood Team 101

- Locality Multi-agency Team (MAT): Michelle Mignott 01332 641334
- Early Help Advisor: Karen Lane 01332 640723
- Education Welfare Officer: Adele Jones 01332 641124

3. Safe Environment – children are safe and feel safe

Cavendish Close Junior School adopts an open and accepting attitude towards children as part of our responsibility for pastoral care. Children, parents and staff will be free to talk about any concerns and will see the school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children encouraged to seek help from school staff.

Cavendish Close Junior School will therefore ensure that:

- An ethos where children feel secure and are encouraged to talk and are listened too, taken seriously and responded to appropriately is established and maintained.
- Children are involved in the decision-making which affects them.
- Children know that there are adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems.
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines i.e. DSCB and Childline.
- Curriculum activities and opportunities to equip children with the skills they need to stay safe from abuse.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all.
- Positive and safe behaviour is encouraged among children and staff are alert to changes in child's a behaviour and recognise that challenging behaviour may be an indicator of abuse.
- Effective working relationships are established with parents and colleagues from partner agencies.
- There is an awareness that personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.
- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.
- Safer recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with children.
- Volunteers are appropriately supervised.
- Any groups using school premises for the provision of services to children have their own safeguarding policies, or adopt the school policy, and have satisfactorily completed all appropriate checks.

Safeguarding as part of the Curriculum

Through PSHE and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint.

The following areas are addressed within PHSE and in the wider curriculum;

- Bullying, including cyber-bullying
- Drug and alcohol use/abuse, including 'legal highs'
- E safety
- Road, fire and water safety
- Inter-personal relationships and domestic violence
- Child sexual exploitation (CSE), online and offline
- Radicalisation and extremism

Vulnerable Children

We recognise that some children will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- Disabled or have special educational needs
- Living in a known domestic abuse situation
- Affected by known parental substance (drugs and/or alcohol) misuse
- Asylum seekers/refugees
- New communities
- Living away from home, including private fostering arrangements
- Vulnerable to being bullied, or engaging in bullying
- Go missing from school, particularly on repeat occasions
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Are at risk of sexual exploitation
- Young carers
- Looked after children
- Do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

Working with parents and carers

We recognise the importance of working with together with parents/carers to educate as well as safeguard and promote the welfare of children.

Cavendish Close Junior School will ensure that;

- We work with parents positively, openly and honestly.
- Parents are encouraged to discuss their issues or concerns about safety and welfare of children, and they will be listened to and taken seriously.
- We will provide parents with information about the support available to keep children safe within the school, locally and nationally.
- Up to date and accurate information is kept about pupils i.e. names and contact persons with whom the child normally lives, those with parental responsibility, emergency contact details, if different from the above those authorised to collect the child from school, name and contact details of GP, any relevant court orders or any other factors which may impact on the safety and welfare of the child.
- Information about pupils given to us by children themselves, their parents or carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis in order to support the child.

- It is made clear to parents and carers that the school has a duty to share information when there are any safeguarding concerns. Also that there is a duty to keep records which relate to safeguarding work by the school, or partner agencies. These will be kept securely, kept apart from the main pupil record and only accessible to key members of staff. Copies of these records will be securely sent to any school which the child transfers.
- Where we have reason to be concerned about the welfare of child we will always seek to discuss this with the child's parents or carers first, however there may be occasions where we are not able to do this.

4. Taking Action on Concerns

Key points to remember for taking action are;

- In an emergency take the action necessary to help the child, for example, call 999.
- Report your concern to the DSL or their deputy as soon as you can and by the end of the day at the latest.
- If the DSL or their deputy is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report complex/serious or child protection concerns to Children's Social Care.
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Complete a record of the concerns (see Appendix 4).
- Seek support for yourself if you are distressed.

All staff should follow the Derby and Derbyshire Safeguarding Children Procedures.

These can be found on the local safeguarding policies and guidance page of www.derbyscb.org.uk. The DSCB Thresholds document will support the DSL and school staff in their decision making about the child's needs and the appropriate assessment and interventions.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Children's Social Care. All staff however have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Safeguarding Lead (or another senior member of staff in the absence of the designated lead) prior to any discussion with parents.

If you suspect a child has emerging, complex/serious needs or there are child protection concerns

Information about abuse and neglect can be found in Appendix 2.

There will be occasions when you suspect that a child may be at risk, but you have no 'real' evidence. The child's behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Ensure you record these early concerns using a 'Cause for Concern' form available from the school office. If a child or adult does begin to reveal that a child is being harmed you should follow the advice in the section 'If information is disclosed to you'.

If information is disclosed to you

It takes a lot of courage for a child, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child or adult talks to you about any risks to a child's safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump

in immediately the child or adult may think that you do not want to listen, if you leave it till the very end of the conversation, they may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child or adult:

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.
- Keep questions to a minimum and of an open nature i.e. 'can you tell me what happened?' rather than 'did x hit you?'
- Remain calm and do not over react – the child or adult may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child or adult.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.
- At an appropriate time tell the child or adult that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused.
- Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but they may interpret it that they have done something wrong.
- Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see or contact them before the end of the day.
- Report verbally to the Designated Safeguarding Lead (DSL).
- Write up your conversation as soon as possible and hand it to the Designated Safeguarding Lead.
- Seek support if you feel distressed.

If you are unsure you should always have a discussion with the Designated Safeguarding Lead to agree the best way forward.

Staff must always immediately inform the Designated Safeguarding Lead (DSL) if there is:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child / young person.
- Any concerns regarding person(s) who may pose a risk to children e.g. living in a household with children present.
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).

- Any concerns that a child is at risk of forced marriage, honour based violence or female genital mutilation (FGM).

Role of the Designated Safeguarding Lead following identification of needs or concerns

The Designated Safeguarding Lead (DSL) will:

- Assess any urgent medical needs of the child.
- Consider whether the child has low level, emerging needs or complex/serious needs or if there are child protection concerns.
- Check whether the child is currently subject to a child protection plan, or has previously been subject to a plan, is looked after, has child in need plan or an early help assessment (EHA) or is open to a Multi Agency Team (MAT) or known to another agency.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child a further risk of harm (see below).
- If unsure that a child protection referral should be made, seek advice from Children's Social Care.

Notifying parents

The school will normally seek to discuss any needs or concerns about a child with their parents or carers. This must be handled sensitively. Where an early help assessment would benefit the child and their family the most appropriate member of school staff should approach the parent/carer to take this forward. In situations where there are serious/complex needs or child protection concerns the DSL will make contact with the parent or carer. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care.

Getting help for the child

If a referral to Social Care is not considered appropriate, consideration should be made to what support the child and family need. The school will consider what support could be offered within the school, it may be useful to undertake an EHA to clarify the child's needs/strengths and the supports required and/or make a referral for other services.

Full written records of the information that the DSL received, detailing the actions taken or not taken and the reasons for these will be made.

Using the Early Help Assessment (EHA)

Where parents, carers or children tell us that they require support, or school staff identify that there may be emerging needs and that services might be required an EHA is likely to be beneficial. In such cases staff will have an open discussion with the parents / carers and child about the support and services that might help and agree how they would be accessed.

Low level needs

Where the school and another service i.e. school nurse, may be able to meet the needs, take swift action and prevent needs escalating, the EHA pre-assessment checklist and

request for support form will be completed to identify and document the needs. This process may identify that an early help assessment may be needed and the action to be taken.

Emerging needs

Where the child or parent are likely to require co-ordinated support from a range of early help services, or where there are concerns for a child's well-being or a child's needs are not clear, not known or not being met, staff should discuss the use of the early help assessment with the child and /or their parents or carers. Where a multi-agency response is needed a team around the family (TAF) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the child's needs.

For more information about the early help assessment process see www.derbyscb.org.uk.

At each stage of the process where serious/complex needs or child protection concerns are identified, a referral to Children's Social Care will be made. See below.

Referral to Children's Social Care

If it is believed that a child has complex/serious needs or where there are child protection concerns, the DSL will make a referral to Children's Social Care. See DSCB Threshold document and DSCB Safeguarding Children procedures chapter 1.2 Making a referral to Children's Social Care.

Action following referral

The DSL or other appropriate member of staff will:

- Follow up the referral in writing within 24 hours using any existing assessment i.e. early help assessment or the child referral form.
- Maintain contact with the allocated Social Worker.
- Contribute to the strategy discussion or meetings.
- Provide a report for, attend and contribute to any initial and review child protection conference.
- Share the content of this report with the parent and if appropriate the child, prior to the meeting.
- Attend core group meetings for any child subject to a child protection plan or child in need meeting for any child subject to a child in need plan.
- Where a child on a child protection plan, child in need plan or is looked after moves from the school or goes missing, immediately inform the key worker in Social Care.
- If the child's situation does not appear to be improving the DSL should press for re-consideration. See DSCB Escalation policy.

Confidentiality, sharing information and record keeping

The school will operate with regard to HM Government Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015) and Derby and Derbyshire Safeguarding Children Boards' Information Sharing Agreement and Guidance for Practitioners (2014). All staff will be mindful of the seven golden rules to sharing information (please see Appendix 3).

Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Children's Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless by doing so would increase risk.

The school's policy on confidentiality and information-sharing is available to parents and children on request.

Record keeping

Records of concerns documentation and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Safeguarding information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held. Copies of these records will be securely sent to any school which the child transfers and a confirmation of receipt obtained.

Support for those involved in a safeguarding/child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.
- Co-operating fully with relevant statutory agencies.

5. Safer Recruitment and Selection of School Staff

The school has adopted robust recruitment and selection procedures that minimise the risk of employing people who might abuse children, or are otherwise unsuitable to work with them. We complete a full range of checks which are carried out to minimise the possibility of children and young people suffering harm from those they consider to be in positions of trust.

We ensure that all appropriate measures are applied in relation to everyone who works in the school, including volunteers and staff employed by contractors. This is an essential part of creating a safe environment for children and young people.

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding children at every stage of the process. This includes obtaining and scrutinising comprehensive information about applicants. For example, obtaining professional references, verifying academic or vocational qualifications, previous employment history, verifying health and physical capacity for the job as well as resolving any discrepancies or anomalies in references.

It also includes ensuring that advertising, job descriptions, person specifications and interview processes includes safeguarding and right to work in England checks.

Everyone who works in the school, including volunteers will have appropriate Disclosure and Barring (DBS) and disqualification by association checks. See DBS policy statement.

'Extended school' and off site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment checks and procedures. When our children attend offsite activities, we will check that effective child protection arrangements are in place.

6. Allegations against teachers and other staff (including volunteers)

Safe recruitment practices are vital whenever someone is recruited to work with children however this is not the end of the matter. Schools are safe environments for the majority of children and the majority of people who work with children have their safety and welfare at heart. Everyone in the school should be mindful that some individuals seek access to children in order to abuse them and that the nature of abuse means that children often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by children, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

It is essential that any allegation against a teacher or other member of staff, or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Where an allegation is made against a teacher or member of staff (including volunteers) that they have:

- 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; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Cavendish Close Junior School will always comply with the Derby and Derbyshire Safeguarding Children Procedures, chapter 2.2, Allegations against Staff, Carers and Volunteers.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported.

Initial actions following an allegation

- The person who has received an allegation, or witnessed an event will immediately inform the Headteacher (or the Chair of Governors if the allegation is against the Headteacher) and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc; this should then be signed and dated (see Appendix 6).
- The Headteacher where appropriate will take steps to secure the immediate safety of children and urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Headteacher may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Children's Social Care and/or police.

- The Headteacher or Principle, or Chair of Governors should immediately discuss the allegation with the Local Authority Designated Officer (LADO). This should take place within one working day; see other key safeguarding contacts list on page 8. The discussion will consider the nature, content and context of the allegation and agree a course of action.
- The Headteacher will inform the Chair of Governors of any allegation.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff.
- If consideration needs to be given to the individual's employment, advice will be sought for HR.

See school managing allegations against staff policy, complaints and whistle blowing policy.

Addendum (October 2015)

The document entitled 'Keeping Children Safe in Education' was updated in July 2015. It places greater emphasis on the safeguarding and child protection arrangements in three key areas:

- Female genital mutilation (FGM). It is now mandatory for, among others, teachers, to inform the police if they suspect that FGM has been carried out on any girl under 18;
- Children 'missing' from education. Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.
- The Prevent Strategy. From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard¹³ to the need to prevent people from being drawn into terrorism"¹⁴.
- Annual Child Protection Audit. The Designated Safeguarding Lead and the Child Protection and Safeguarding Governor will complete the Derby Safeguarding Children's Board Audit on an annual basis.

To access the full document "Keeping Children Safe in Education " 2015, go to <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Appendix 1**Dates of staff training and details of course title/training provider**

Please see DSCB Training Pathways for Education Providers on www.derbyscb.org.uk for recommended training.

Role	Course title	Training provider	Date/s
Governing Body			
Designated Governor			
Headteacher			
Designated Safeguarding Lead			
Deputy Designated Safeguarding Lead			
Other staff with safeguarding responsibilities			
Whole School Staff Team			

Appendix 2 Types of abuse and possible indicators

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger e.g. via the internet. An adult or adults, child or children may cause the abuse.

Where a child is disabled, injuries or behavioural symptoms may mistakenly be attributed to his/her disability rather than the abuse. Similarly, where a child is black or from a minority ethnic group, aggressive behaviour, emotional and behavioural problems and educational difficulties may be wrongly attributed to racial stereotypes, rather than abuse. Cultural and religious beliefs should not be used to justify hurting a child.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or 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 child².

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens³. Babies and disabled children also have a higher risk of suffering physical abuse.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained;
- Bruises or cuts;
- Burns or scalds; or
- Bite marks⁴.

Emotional Abuse

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 in so far 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 capacity, as well as over protection 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

² HM Government (March 2015) Working Together to Safeguard Children, page 92

³ Brandon et al., (2010) Building on the learning from Serious Case Reviews: A two year analysis of child protection database notifications 2007-2009, Department for Education, 2010

⁴ HM Government (March 2015) What to do if you're worried a child is being abused: advice for practitioners

cyberbullying) 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.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child.

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual Abuse (and exploitation)

Sexual abuse is any sexual activity with a child. 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, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include 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 a 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.

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

Sexual exploitation is a form of sexual abuse where children are sexually exploited for money power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation (CSE) doesn't always involve physical contact and can

happen on-line. A significant number of people who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Neglect

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- 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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Appendix 3

Seven Golden Rules to Sharing Information

1. **Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing**, but provide a framework to ensure that personal information about living persons is shared appropriately.
2. **Be open and honest** with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** for other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the person where possible.
4. **Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is a good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, adequate, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, it shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Taken from Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, (2015) HM Government

Appendix 4

School Concerns Form

Education settings must ensure that volunteers, staff and governors are able to record concerns about:

- The welfare of a child or young person; and
- The behaviour of a volunteer, member of staff, governor or person connected with the school.

The following headings illustrate the minimum information that should be included in the local arrangements that is agreed within the individual education setting.

Principles

A statement should be included on the form used in the setting that confirms:

"Any member of the school staff, including volunteers, must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern and send to the Designated Safeguarding Lead (DSL). If the concerns are immediate, please tell the DSL straight away."

Concerns about a child or young person

Child's name:		Date of Birth:	
		Class/Year/Form:	
Concern identified by:		Role:	
Date of concern:		Time of concern:	
Witness/es:		Place of incident:	
Name of alleged person (s) responsible for the harm			
Not Known			
Pupil in this school/college			
Pupil in another school/college (Please specify)			
Family member			
Volunteer			
Member of staff			
Governor			
Other (Please specify)			
Please Note: A copy of this record must be kept on the personnel file for any volunteer, member of staff, governor or person connected with the school			

Concern/Incident/Disclosure: Why are you concerned about this child? What have you observed and when? What have you been told and when?

Please provide a description of any incidents or anything you have been told by a child, or another person. Remember to make clear what is fact and what is hearsay/opinion. Note the language/terminology used by the child, or adult, and be clear about who has said what. Continue on a separate sheet if necessary.

--

Has any action already been taken in relation to this concern?

For example child taken out of class, first aid

--

Name of person concerns reported to	Date

Action to be taken / recommendations from DSP

--

Name of person completing form	Signature	Date and time

Appendix 5

Child Referral Form to Children's Social Care

Sent to:.....Children's Social Care

REFERRED BY: (print)		Status				
Address:						
Postcode:		Telephone:				
Confirmation of verbal referral: Yes / No		If Yes Date:		Receiving Worker:		
Child / Young Person / Expected Baby details						
Family Name:			Forename:		DOB:	
Gender: M / F		Disability:		Ethnic Origin:		
Address:						
Postcode:		Telephone:			Mobile:	
Main Address if different from above:						
Postcode:		Telephone:				
Child / Young Person's principal carers / expectant mother						
Name DOB	Relationship to child	Address	Tel No:	Parental responsibility Yes / No	Ethnic Origin	Disability
				Yes / No		
				Yes / No		
Other household members (including children and non family members)						
Surname	Forename	DOB	Relationship to child	Concerns Yes / No	Ethnic Origin	Disability
				Yes / No		
				Yes / No		
				Yes / No		
				Yes / No		
				Yes / No		
Other contact addresses & Tel No (e.g. Grandparents)						

Agencies Involved			
GP:	Base:	Tel No:	
Health Visitor:	Base:	Tel No:	
School Nurse:	Base:	Tel No:	
School / Day care:			
Others Agencies Involved:			
Is parent / carer aware of referral?	Yes / No	Re referral	Yes / No
Has consent been obtained to refer?	Yes / No	Date discussed	
If No, Reason:			
Has an Early Help Assessment (EHA) been completed?	Yes / No Date	Lead Professional details:	
Is an Interpreter / Signer required?	Yes / No	Language / method required:	
Additional Information			

Additional Information

According to YOUR current knowledge of the family, complete where possible each section with information you currently hold. Be clear and specific about why you feel Children's Social Care involvement is warranted now.

CHILDS NAME:
Child's Profile and Story (may include health, education, emotional and behavioural development, family and social relationships, social presentation, self-care skills):

Parent's and Carer's Profile and how they look after the children (may include basic care, ensuring safety, emotional warmth, stimulation, guidance and boundaries and stability):

Family, Home and Community Support Networks (may include wider family, housing employment, social/community integration – include any worker safety issues):

Do you believe the evidence indicates that the child's needs are serious or complex?

Yes

No

Do you believe the evidence indicates that there are child protection concerns?

Yes

No

Is a previous assessment available to explain in more detail the needs of the child and / or their siblings?

Yes

No

Please specify type of assessment, on which child and who to contact for a copy:

Reason for request for Children's Social Care Assessment:

Signature:

Date:

Taken from DSCB procedures April 2015

Appendix 6 Role of the Designated Safeguarding Lead (DSL)

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the Designated Safeguarding Lead are:

1. Managing referrals

Refer all cases of suspected abuse to the local authority Children's Social Care and:

- The designated officer(s) for child protection concerns (all cases which concern a staff member),
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the headteacher or principal to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

2. Training

The Designated Safeguarding Lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

3. Raising Awareness

The Designated Safeguarding Lead should ensure the school or college's policies are known and used appropriately:

- Ensure the school or college's child protection / safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the child protection / safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.

- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Taken from Keeping Children Safe in Education 2015, pages 48 and 40

Appendix 7 Guidance/further information

Local safeguarding information

Key local information about safeguarding children is located on Derby Safeguarding Children Board website www.derbyscb.org.uk.

This includes Derby and Derbyshire Safeguarding Children Boards' safeguarding children procedures key chapters' include:

- Providing early help
- Making a referral to children's social care
- Child protection section 47 enquiries
- Child protection conferences
- Children abused through sexual exploitation
- Safeguarding children at risk of abuse through female genital mutilation (FGM)
- Allegations against staff carers and volunteers
- Children and families who go missing

The procedures also have key guidance document and information, including:

- Derby and Derbyshire Thresholds document
- Derby and Derbyshire Escalation policy and process
- Local contacts

The DSCB website has a specific page for education providers, including a safeguarding children audit tool for schools and colleges to support schools their annual review of safeguarding practice and in their development of a safeguarding action plan. There is also a training pathway for education providers, template policies and information about the DSCB Education Hub and safeguarding update service.

Other important information on the website includes:

- Private fostering information
- Domestic violence risk identification matrix (DVRIM)
- Early help assessment
- Graded care profile for assessment of neglect
- Safeguarding training opportunities

Other sources of safeguarding information and guidance can be obtained via:

- www.gov.uk/schools-colleges-childrens-services/safeguarding-children
- www.nspcc.org.uk
- *(Add or amend list as needed)*