

# Chellaston Junior School

## Safeguarding Policy

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Policy Review Date: Autumn 2018

(This policy includes the requirements of Keeping Children Safe in Education September 2016)

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## **1. Introduction**

This document outlines the Chellaston Junior School 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 Safeguarding Policy by raising awareness at meetings with parents, 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 Chellaston 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 (September 2016) – see Appendix 7
- 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 are located on [www.derbyscb.org.uk](http://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 permeates all activity and functions. This policy therefore complements and supports a range of other school policies, such as, but not exclusively:

- Health and Safety
- Behaviour Management
- Physical Intervention
- First Aid and Medical Needs
- Educational Visits
- Intimate Care
- Esafety and Data Security Policy
- Anti-bullying
- Safer Recruitment, including single central record
- Emergency Booklet
- Managing Allegations against Staff
- Managing Allegations against Pupils
- Missing Child Policy
- PSHE Policy
- Staff and Governor Code of Conduct
- Staff Discipline Policy
- SEND
- Relationships and Sex Education
- Complaints Procedure
- Whistleblowing.

## **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 Safeguarding Policy, Staff 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 (September 2016).
- Receive safeguarding training which is regularly updated at least annually 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
  - 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, known as Designated Officer) and partner agencies in event of any allegations of abuse made against the head teacher.
- There is an effective Safeguarding Policy which is consistent with DSCB procedures and reviewed at least annually, along with a Staff Code of Conduct, including the use of technologies, social media and staff/pupil relationships, a policy on children missing from education. These policies will be provided to all staff on induction, will be updated annually and available on the school website.
- 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 (Deputy DSL) 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.
- 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 Designated 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 (in the Care of the Local Authority) 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 (Deputy DSL) to cover for when the DSL is not available.

See Appendix 5 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) or the Deputy 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 Safeguarding Policy, their role and responsibilities in this and how to report any concerns.

### **Named Chellaston Junior School staff with specific safeguarding responsibilities**

- Designated Safeguarding Lead: ***James Emery, Headteacher***
- Deputy Designated Safeguarding Lead : ***Jayne-Deane-Robson, Learning Mentor***
- Other staff with safeguarding responsibilities: ***Mandy Fogg, Deputy Headteacher***
- Designated Governor: ***Professor Paul Withey, Chair of Governors***
- Designated Teacher for looked after children: ***James Emery, Headteacher***

### **Other Key Safeguarding Contacts**

Concerns about pupils living in Derby City:

Duty Officer at Ashtree House, 218 Osmaston Road DE23 8JX (01332 641172)

Concerns about pupils living in Derbyshire:

Duty Officer at Swadlincote Social Care, Rink House, Rink Drive, Swadlincote DE11 8JL (01629 533190)

Concerns about Staff:(Designated Officer)

Designated Officer, The Gatehouse, Kedleston Road Training and Development Centre, 184 Kedleston Road, DE22 1GT

Further advice:

email [vcm2@derby.gov.uk](mailto:vcm2@derby.gov.uk)

Careline (out of hours service)	01332 786968
School Police link officer	Chellaston Safer Neighbourhood Team 07736 659346
Locality Multi-agency Team (MAT)	(Locality 2) 01332 715625
Early Help Advisor	<b>Lisa Donelan</b> 01332 715625
Education Welfare Officer	Caterina Baldino 01332 640732 <a href="mailto:Caterina.baldino@derby.gov.uk">Caterina.baldino@derby.gov.uk</a>
NSPCC Helpline	0800 028 0285

***The school recognise their duties regarding the management of Safeguarding, the role of Governors and the role of the Designated Safeguarding Lead as outlined in:***

***Keeping Children Safe in Education (September 2016) Part 1 (See Appendix 7)***

### **3. A Safe Environment**

Chellaston 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.

We 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.

#### **Staffing and Recruitment**

- The school is committed to safe recruitment (See CJS Safer Recruitment Policy).
- All staff at Chellaston Junior School have undertaken an Enhanced DBS check
- All newly appointed staff (and new regular volunteers, who have close and unsupervised contact with children) will be required to have an enhanced disclosure certificate from the Disclosure and Barring Service (DBS). The full, legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, as amended (in particular by the Protection of Freedoms Act 2012).
- Details of all appointments and checks are held in a single central record.
- The Headteacher and at least one governor have completed Safer Recruitment Training.
- The DSL and Safeguarding Officer are fully trained and receive updated training every year.
- All staff are trained to recognise the signs of abuse and understand their responsibilities to report concerns to the Designated Teacher. Child Protection training for all staff is updated annually.
- We provide an environment in which children and adults feel confident to express concerns regarding the behaviour of a member of staff.

- We have a detailed Staff Code of Conduct for all staff and governors which covers appropriate behaviour with regard to pupils, other staff, parents and includes E-Safety for staff.
- Where there is a concern that a member of staff may have behaved inappropriately, the Headteacher will discuss the matter with the Allegations Manager, as laid down in the Derby and Derbyshire Safeguarding Children procedures, and the Chair of Governors will be informed.
- Where the allegation made concerns the Headteacher, the Chair of Governors will liaise with the Allegations Manager. Our organisation will not attempt to investigate unless authorised to do so.
- In the event that members of school staff, parents, governors or the school community at large become aware of activities which give cause for concern, Chellaston Junior School have a Whistleblowing Policy, which acts as a framework to allow concerns to be raised confidentially and provides for a thorough and appropriate investigation of the matter to bring it to a satisfactory conclusion.

### **Extended school Activities 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. All providers will be given a copy of the school Safeguarding Policy and expected to follow school procedures as outlined in the policy. When our children attend offsite activities, we will check that effective child protection arrangements are in place.

### **Health and Safety**

- We promote the Health and Safety of children by implementing a clear policy.
- Children are safeguarded by effective First Aid in school, including Intimate Care where necessary.
- The school has the necessary Risk Assessments relating to school premises, various curriculum areas and extra-curricular activities to ensure the safety of pupils and staff.
- Fire Safety regulations are implemented.
- The school actively promotes safety awareness across the curriculum and assemblies.
- We promote safety through the PSHE curriculum.
- The school has a comprehensive programme of educational visits with due regard to safety through careful risk management.
- Senior Staff employ physical restraint on rare occasions, in line with the school policy.
- The school is a secure environment and restricts access through a clear system of security checks.
- All staff wear identity badges.
- All parents and visitors to school sign in at the school office and are given badges

## **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 at a level appropriate for pupils:

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

### **Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. It is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. (See Appendix 7: KCSIE September 2016, Section 1, p16 for further information.)

### **Female Genital Mutilation (FGM)**

We all need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. (See Appendix 7: KCSIE September 2016, Section 1, p17 for further information.)

### **Radicalisation and Extremism**

The school has a detailed policy with regard to tackling extremism and radicalisation and all staff have access to school-led training. The DSL and Safeguarding officer attend appropriate training with regard to Prevent. (See Appendix 7: KCSIE September 2016, Section 1, p18-20 for further information.)

### **“Honour” Based Violence (HBV)**

Honour' based violence (HBV) is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, inappropriate dress or make-up and even kissing in a public place.

HBV can exist in any culture or community where males are in position to establish and enforce women's conduct, examples include: Turkish; Kurdish; Afghani; South Asian; African; Middle Eastern; South and Eastern European; Gypsy and the travelling community (this is not an exhaustive list).

Males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed.

(For further information on Gender-based violence and violence against women and girls (VAWG), see Appendix 7: KCSIE September 2016, Section 1, p16)

## **Peer on Peer Abuse**

The CJS Anti-Bullying Policy clarifies the school approach to dealing with racist, sexist and derogatory behaviour. However, such behaviour is reported to the Headteacher/DSL and consideration is given as to whether the matter is a safeguarding concern.

Children are vulnerable to physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult, and should be subject to the same safeguarding children procedures.

Three key principles should guide work with children and young people who abuse others:

1. There should be a co-ordinated approach on the part of the Youth Offending Service, Children's Social Care, Police, education (including educational psychology), health (including child and adolescent mental health) agencies and the voluntary sector;
2. The needs of children who abuse others should be considered separately from the needs of their victims; and
3. An assessment should be carried out in each case, appreciating that these children may have considerable unmet developmental needs, as well as specific needs arising from their behaviour.

The school have a clear policy for "Managing Allegations against other Pupils" which details the approach of CJS to identifying such abuse and the procedure to be followed.

Further guidance on Peer on Peer abuse is detailed in Derby Safeguarding Children Board Procedures Chapter 1.6.1 "Children who Present a Risk of Harm to others"

## **Sexual Violence and Sexual Harassment (SVSH)**

The school follow the advice included in the DFE document, "Sexual Violence and Sexual Harassment between children in schools and colleges." (December 2017)

Sexual violence refers to criminal acts including rape or assault, as define by the Sexual Offences Act 2003. Sexual harassment is described as "unwanted conduct of a sexual nature".

We have a culture where any sexual misconduct is seen as unacceptable and not "banter" or just "part of growing up". We recognise that certain groups of children may be more vulnerable including girls, pupils who may be, or perceived to be, LGBT+ and pupils with SEND.

Reference to SVSH is included in the school Behaviour Policy and the Anti-Bullying Policy any incidents are considered as serious and dealt with according to the policy.

The curriculum includes content covering the development of healthy relationships, respect and SVSH is covered in SRE and PSHE. Pupils know to report any concerns in line with school policy.

The school record any incidents of SVSH alongside any racist, deorogatory or abusive behaviour, which is reported to Governors on a termly basis.

### **Searching, Screening and Confiscation**

The school follows the advice in the DFE document, "Searching, screening and confiscation" (January 2018).

If the school becomes aware or obtains and data, files or images that are believed to be illegal, this will be passed to the police as soon as is practicable, including pornographic images of children, without deleting them.

Any data, files oor images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

The Headteacher, members of SLT, DSL and DDSL are permitted to search electronic devices without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to: cause harm, disrupt teaching, break school rules, commit an offence, cause personal injury or damage property.

### **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 (Children in the care of the Local Authority, or LAC)
- 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.

All pupils with SEND at CJS are included on the SEND Register. These pupils have clear Multi-Element Plans (MEPS) which identify the areas of vulnerability or barriers to learning. Targets are set for SEND pupils and there are regular reviews of progress with parents, staff and other agencies where necessary.

Children in the care of the Local Authority (LAC) have a clear Personal Educational Plan (PEP), which is reviewed regularly with foster carers, parents, social workers and other professionals as needed. This provides a comprehensive review of the progress of LAC pupils including all relevant social, emotional and environmental factors. The DSL or the DDSL liaise with the relevant Virtual School Headteacher for Looked After Children to communicate the progress, attendance and wellbeing of Looked After Children at CJS.

### **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. Chellaston Junior School will ensure that;

- We work with parents positively, openly and honestly.
- Parents are encouraged to discuss their issues or concerns about safely 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 and pass to the DSL as soon as possible. It may be appropriate to use the School Concerns Form. (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 in the Headteacher's Office, on the school Learning Platform and are also located on the local safeguarding policies and guidance page of [www.derbyscb.org.uk](http://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 7: KCSIE September 2016 Part 1 p10-11. 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 and inform the Deputy Safeguarding Lead, Jayne Deane-Robson. 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) or the Deputy 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](http://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, Deputy DSL, 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. 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.

Chellaston 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 Designated Officer. This should take place within one working day. (See other key safeguarding

contacts list). 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 from the school's HR support.

The above is in line with the following school policies:

- Managing Allegations Against Staff Policy
- Complaints Policy
- Whistleblowing Policy

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

<b>Role</b>	<b>Course title</b>	<b>Training provider</b>	<b>Date</b>
<b>Governing Body</b>	Safeguarding Level 1 Training Prevent Training	J Emery DCC Prevent	Autumn 2014, Autumn 2016, Autumn 2017 November 2015
<b>Designated Governor</b>	Safeguarding Level 1 Training	J Emery	Autumn 2014, Autumn 2016, Autumn 2017
<b>Headteacher</b>	DSL Briefing Safeguarding Train the Trainer L4 Managing Allegations CSE Prevent Training Designated Teacher for LAC	DSCB DSCB DSCB DSCB DCC Prevent DCC	October 2016 2013 and 2015 September 2016 2013, October 2016 Autumn 2014, November 2015 Termly Updates/PEP
<b>Designated Safeguarding Lead</b>	DSL Briefing Safeguarding Train the Trainer L4 Managing Allegations CSE Prevent Training Designated Teacher for LAC	DSCB DSCB DSCB DSCB DCC Prevent DSCB	October 2016 2013 and 2015 September 2016 2013, October 2016 Autumn 2014, November 2015 Termly Updates/PEP
<b>Deputy Designated Safeguarding Lead</b>	DSL Briefing Safeguarding Train the Trainer L4 CSE Neglect Prevent Training FGM	DSCB DSCB DSCB DSCB DCC Prevent DSCB	October 2016 June 2015 2013, October 2016 October 2016 Autumn 2014, November 2015 November 2016
<b>Whole School Staff Team</b>	Level 1 Safeguarding Training Staff Code of Conduct Radicalisation and Extremism	J Emery J Emery J Emery	Spring 2014, September 2015, 2016, Jan 2018 September 2015, September 2016, Jan 2018 Spring 2014, May 2015, Jan 2018
<b>Parent Updates</b>	Keeping our children Safe Online Website Updates/Information	J Emery/M Slack M Slack	January 2015, 2016, Jan 2018 Autumn 2015, Spring 2016, Summer 2016, 2017
<b>E-Safety Awareness</b>	EPICT ESafety Awareness Certificate Online Safety	M Slack MFogg/J Deane-Robson	May 2015 November 2017
<b>Pupil Training</b>	Childline Assembly and workshops Online Safety, SMART, Cyber Bullying Social Networking and Keeping Safe	Childline J Emery M Fogg	November 2015, 2017 Autumn 2015, 2016, 2017 Spring 2016, 2017, Jan 2018

	Be Safe Around Dogs Gang Awareness Training	Dogs Trust Police	December 2015 March 2014 (Year 5/6)
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## **Appendix 2 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*

We will ensure that all 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.

**Principles**

Any member of the school staff, including volunteers, must record any concerns about a child or young person. The majority of recording and communication is completed via email and sent to the DSL or the Deputy DSL. However, the following form may be used and should be completed as soon as possible after the discovery of the concern and send to the Designated Safeguarding Lead (DSL) or the Deputy DSL. If the concerns are immediate, please inform the DSL straight away.

**CJS: Safeguarding Concerns**

<b>Child's name:</b>		<b>Date of Birth:</b>	
		<b>Class/Year/Form:</b>	
<b>Concern identified by:</b>		<b>Role:</b>	
<b>Date of concern:</b>		<b>Time of concern:</b>	
<b>Witness/es:</b>		<b>Place of incident:</b>	
<b>Person (s) responsible for the harm:</b>			
<p align="center"><b>Please Note: If the concern relates to a volunteer, member of staff or governor, then please refer this matter to the Headteacher, or the Chair of Governors.</b></p>			

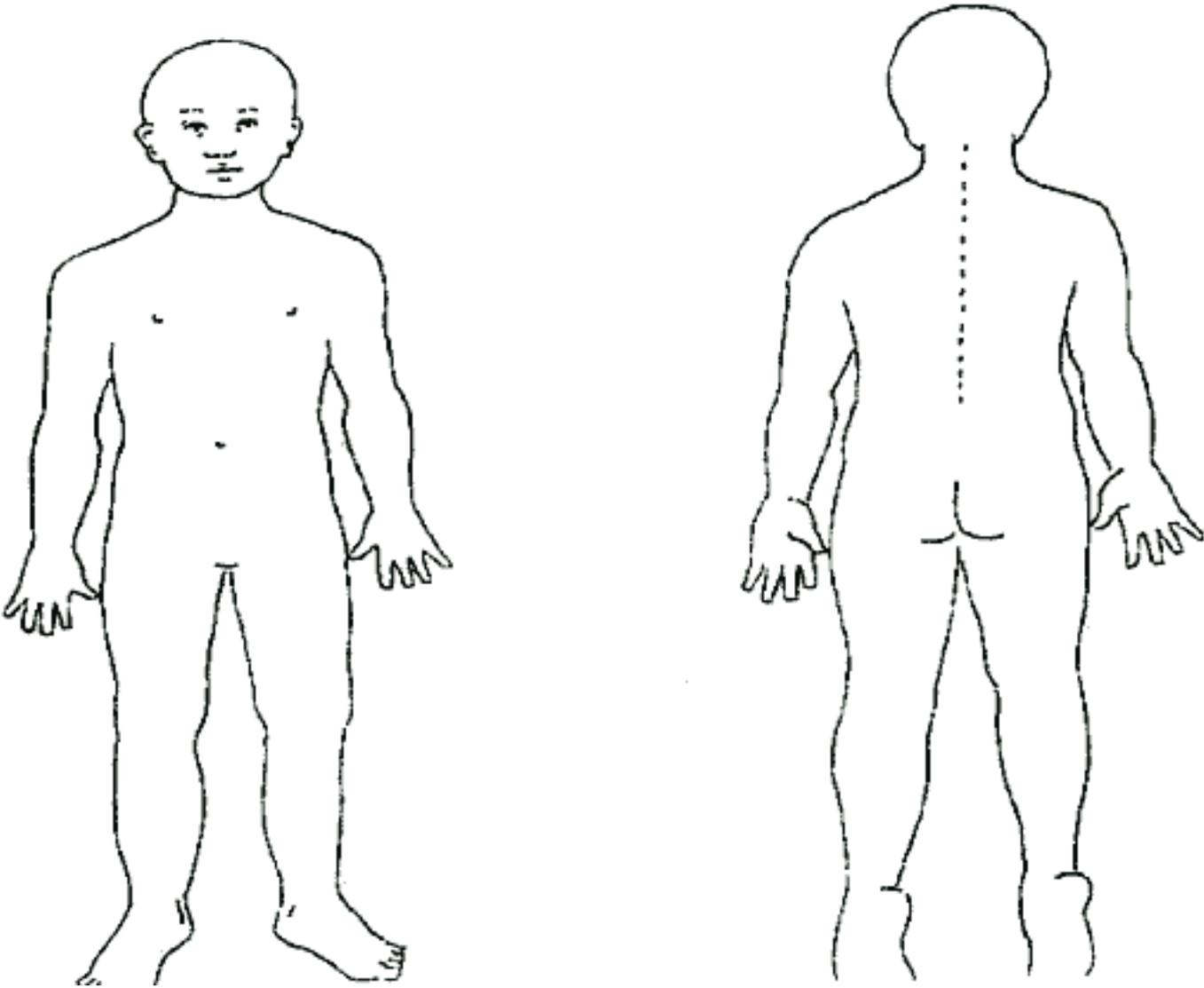
<p><b>Concern/Incident/Disclosure: Why are you concerned about this child? What have you observed and when? What have you been told and when?</b></p> <p>Please provide a description of any incidents or anything you have been told by a child, or another person. Remember to make clear what is fact and 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.</p>

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 by the DSL or DDSL		
Name of person completing form	Signature	Date and time

**Body Map**



**Appendix 4**

**Child Referral Form to Children's Social Care**

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

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

<b>Agencies Involved</b>			
GP:	Base:	Tel No:	
Health Visitor:	Base:	Tel No:	
School Nurse:	Base:	Tel No:	
School / Day care:			
Others Agencies Involved:			
<b>Is parent / carer aware of referral?</b>	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.**

<b>CHILDS NAME:</b>
<b>Child's Profile and Story</b> (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:**

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

### **Deputy designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

### **Manage referrals**

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### **Work with others**

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

### **Training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least

annually, to allow them to understand and keep up with any developments relevant to their role so they:

- 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 or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;<sup>87</sup>
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and 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.

### **Raise Awareness**

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection 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; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child protection file**

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.

### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

## Appendix 6 Local safeguarding information

Key local information about safeguarding children is located on Derby Safeguarding Children Board website [www.derbyscb.org.uk](http://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](http://www.gov.uk/schools-colleges-childrens-services/safeguarding-children)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)

