



ST WYSTAN'S SCHOOL & NURSERY
SAFEGUARDING & CHILD PROTECTION POLICY

This policy includes the Early Years Foundation Stage (EYFS)

Policy Written: 26th October 2018

Policy to be reviewed: October 2019

The Governors and staff at St Wystan's School are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the wellbeing of all members of the community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all students and staff within the community. St Wystan's School expects all staff and volunteers to share this commitment. This means we have a Safeguarding (Child Protection) Policy and procedures in place. All staff (including volunteers and Governors) must ensure they are aware of these procedures.

If at any point, there is a risk of immediate serious harm to a child, a referral should be made to the children's social care team immediately. ANYBODY CAN MAKE A REFERRAL, but the person must then inform the DSL.

The word 'children' refers to everyone under the age of 18. If staff, volunteers, Governors or visitors to the school have any concerns about a child they must make an immediate referral to our DSL.

All staff read this policy and
(link) [Keeping Children Safe in Education 2018 Part 1 & Annexe A](#)
complete a hard copy of the acknowledgement
on page 49 which is returned to the Bursar as soon as possible

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KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED SENIOR LEAD (DSL)

Name: Mrs. Karan Hopkinson (Headteacher) head@stwystans.org.uk

DEPUTY DESIGNATED SENIOR LEADS

Name: Miss. Rachel Haynes (Head of EYFS/Nursery) earlyyears@stwystans.org.uk

NOMINATED GOVERNOR FOR CHILD PROTECTION

Name: Mrs. Vickie Barnatt

C/O St Wystan's School Limited

High Street,

Repton,

Derbyshire

DE65 6GE

01283 703258

1. INTRODUCTION:

This policy has been developed in accordance with the principles established by:

- The Children Acts 1989 and 2004;
- The Education Act 2002,
- 'Working Together to Safeguard Children' (July 2018)
- Information Sharing (2018)
- Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000,
- Prevent Duty Guidance: for England and Wales July 2015
- The Prevent Duty: Departmental Advice for Schools and Childminders (June 2015)
- The use of social media for online radicalisation (July 2015)
- 'Keeping Children Safe in Education' September 2018;
- Disqualification under the Childcare Act 2006 (September 2018)
- 'What to do if you are Worried a Child is Being Abused' March 2015.
- Derbyshire Safeguarding Children Board DSCB Child Protection Procedures ¹

¹ The DSCB Child protection Procedures are available online

<https://www.derbyshirescb.org.uk/home.aspx>

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure there are adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and Governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

If staff have any concerns about a child's welfare, they should act on them immediately by contacting Mrs Karan Hopkinson the DSL or the deputy listed on the front page of this policy. All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Safeguarding and promoting the welfare of children is everyone's responsibility. All professionals should make their approach child centred and consider at all times, what is in the best interests of the child.

The school believes that all pupils have the right to be safeguarded from harm and exploitation regardless of:

- Race, religion, culture, preferred language or ethnicity
- Age, gender, sexuality, appearance or disability, academic ability

The school recognises that pupils with SEND can face additional safeguarding challenges which can include:

- Assumptions that indicators can relate to a child's disability rather than abuse
- Failure to show outward signs which can be disproportionate to the abuse they may be experiencing

- Communication barriers and difficulties overcoming these barriers
- The school recognises its legal duty to work with the Local Education Authority (LEA), Derbyshire County Council (DCC) and specifically the Derbyshire Safeguarding Children Board (DSCB), Social Care and police in protecting children from harm and responding promptly and positively towards actual and alleged child abuse.
- The school recognises that terrorism is a very real threat to young people. Normal referral processes are available where there are concerns about children who may be at risk of being drawn into terrorism.
- All parents, carers and guardians are made aware of the responsibilities of staff members with regard to child protection procedures, through publication of this Safeguarding Policy on our school website and in our information booklet for all new parents. A hard copy of this policy may be requested from the school office.

This policy seeks to inform all those in the school community who work closely with children about the most common signs of child abuse and to prescribe the procedures that must be followed to protect the child.

This policy takes into account the following policies:

- Behavioural Management and Sanctions Policy
- Anti-Bullying and Cyber-Bullying Policy
- Intimate Care policy with a clear link to physical intervention
- Taking, Storing and Using Images of Pupils Policy
- E Safety Policy
- IT Acceptable Use Policy
- Safer Recruitment Policy
- Whistleblowing Procedure (in Staff Handbook) and separate Whistleblowing policy
- Health and Safety Policy
- Staff Behaviour Policy
- Visitor Protocol Policy
- Missing Child Policy

The school has a separate Safer Recruitment Policy.

Additional and relevant information on the expectations and conduct for staff can be found in the Staff Code of Conduct Policy and the Staff Handbook.

2. AIMS:

This policy seeks:

- a) To ensure children receive the right help at the right time to address risks and prevent issues escalating.
- b) To emphasise the importance of acting and referring the early signs of abuse and neglect, sharing information and challenging inaction.
- c) To provide pupils with relevant information, skills and attitudes to help them to resist abuse and prepare for the challenges faced at senior school and then for the responsibilities of adult life including home and family.

d) To increase pupils' self-confidence, mutual respect and trust and develop their emotional awareness and vocabulary so that they can be conscious, clear and confident in their assessment of their emotional well-being.

e) We will make sure that sufficient staff are trained to support any pupil with a medical condition. All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child. An individual healthcare plan may be put in place to support the child and their medical needs.

f) To make pupils feel confident that they can confide in staff on issues of neglect, abuse and deprivation.

g) To allow staff to be familiar and confident with the appropriate child protection procedures and issues.

h) To give clear guidance to all staff, teaching and non-teaching on:

- The signs that may indicate the possibility of abuse
- The procedures to follow if a child discloses abuse or a member of staff suspects abuse.

i) To work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure.

j) To monitor children who have been identified as 'at risk' including those who may be at risk of being drawn into terrorism.

k) To contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies and schools – thereby contributing towards a more effective detection of the incidence of child abuse.

l) To review the school procedures and improve the way child protection issues are managed.

3. ROLES AND RESPONSIBILITIES:

3.1 Parents & Visitors:

Parents, as stakeholders in the school also share responsibility for safeguarding. Parents are required to inform the Head in writing of any changes to their personal circumstances which may affect the school's delivery of their obligations to its pupils under this policy. This includes, though not exhaustively:

- Changes of Address
- Marital Breakdown
- Changes in Financial Circumstances
- Changes in drop off and pick up routines
- Provide and maintain two emergency contact numbers

When parents register with the school, on the admissions form and in our terms and conditions, parents give their consent to photographs and video of their children being taken and used in the school website and marketing materials.

At school events, unless the school has restricted use of recording equipment, parents are given the opportunity to object to other parents or visitors taking photographs and video of performances. Parents undertake to store any images or recordings for personal reasons and use only.

In the Pre-Prep on outings, if parents are included as helpers, they should be informed in the information letter that **only** staff will take photographs of the trip. The following phrase will be inserted:

“Please can I remind you that as a matter of policy we would respectfully ask that parent helpers do not take any photos or videos on their mobile devices or cameras. The staff will be taking photographs on school cameras and these photos will be on display outside our classrooms and on the website. Your co-operation in this matter is much appreciated.”

All visitors to the school are **not** permitted to take any photographs or video without the express permission of the Head.

3.2 The Governing Body:

The Governing Body is responsible for:

- Ensuring that the school complies with their duties under legislation;
- Ensuring that policies, procedures and training in the school is effective and complies with the law at all times;
- Appointing a Board level lead to take leadership responsibility for the school’s safeguarding arrangements;
- Ensuring that there are appropriate policies and procedures in place in order to ensure appropriate action can be taken in a timely manner to safeguard and promote children’s welfare including:
 - An effective Safeguarding Policy which:
 - describes procedures in accordance with legislation and put in place by the Local Safeguarding Children’s Board;
 - is updated annually;
 - is available publicly on the school’s website;
 - is followed by all staff.
 - A Staff Code of Conduct Policy which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media;
 - That these policies are provided to staff during the induction process and on a risk based approach, to volunteers and temporary staff.
 - Ensuring that any deficiencies or weaknesses identified in the arrangement are remedied immediately.
 - Review the Safeguarding Policy at least annually and ensure policy and procedures marry.
- Recognise and ensure the sharing of information between professionals and local agencies.
- Recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. Opportunity should be provided for staff to contribute and shape safeguarding policies and procedures.
- Ensure appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.

- Ensure children are taught about safeguarding including online through teaching and learning opportunities.

The designated safeguarding Governor, Vickie Barnett monitors child protection procedures at school in conjunction with the DSLs. She meets with the Designated Safeguarding Lead, and makes a Child Protection report annually, to the Governing Body.

3.3 The Designated Safeguarding Lead (DSL):

The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection. This lead responsibility should not be delegated to the deputies.

The DSL is the person responsible for maintaining an overview of safeguarding within the school, opening channels of communication with local statutory agencies and monitoring the effectiveness of policy and practice.

The lead is responsible for contacting the Social Care to register concern about a child's welfare and implementing procedures relating to child protection.

At St Wystan's the Designated Safeguarding Lead is Mrs Karan Hopkinson, who is also the Headteacher and member of the Senior Leadership Team.

3.4 Staff (including temporary, visiting and volunteers):

Abuse of children in attendance at school is most likely to be first noticed by teaching staff. Teachers bring a number of particular advantages to the recognition of child abuse, i.e.

- They have regular and frequent opportunities to observe children, including opportunities to observe changes in their behaviour;
- They have an ongoing relationship with children, who may confide in them about difficulties they are experiencing;
- They have knowledge of the wide range of behaviour likely to be seen in children of a particular age;
- They have opportunities to observe the response of a group of children to particular situations. They will, therefore, be sensitive to surprising or unusual responses.

Teachers have a professional duty to:

- Observe and be alert to signs of abuse
- Take immediate action in the child's best interest by reporting any suspicion or evidence of abuse or non-accidental injury to the Designated Safeguarding Lead immediately;
- Know the role of the Designated Safeguarding Lead and DSCB Procedures;
- Enquire about the progress of individual cases in which they are/have been involved;
- Identify pupils who are absent for long periods and fulfil their responsibility to complete daily attendance registers;
- Be aware of the Staff Code of Conduct Policy. Staff should not place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parent to be conducted in view of other adults.
- Have read the Safeguarding Policy in its entirety and that they accept their duty:
 - To be familiar with this policy;

- To implement this policy and co-operate with the school management in promoting 'Child Protection';
 - Undertake in-house safeguarding training delivered at regular intervals dictated by DSCB including training regarding radicalisation and online safety;
 - To update their training every three years along with reading and digesting regular updates provided by the DSL.
- The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

a) Whistleblowing:

This guidance is written for staff (which includes any adult, paid or voluntary worker) who work with children and young people in a school or educational establishment including maintained schools and is in line with the Derbyshire 'Allegations Against Staff' (Whistleblowing) Policy. Staff must acknowledge their individual responsibility to bring matters of concern (the attitude or action of colleagues) to the attention of the Senior Leadership team and/or relevant agencies.

Reasons for Whistleblowing:

- Each individual has a responsibility for raising concerns about unacceptable or unsafe practice or behaviour, including potential failures in the schools safeguarding procedures, provision for mediation and dispute resolution where necessary;
- To prevent the problem worsening or widening;
- To protect or reduce risk to others;
- To prevent becoming implicated yourself.

How to Raise a Concern:

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken;
- Try to pinpoint exactly what practice is concerning you and why;
- Inform the DSL immediately, who will then contact the LADO;
- If your concern is about the DDSL, contact the DSL;
- If your concern is about the DSL /Head, contact the Chair of Governors, or, if you feel you need to take it to someone outside the school the LADO;
- Make sure you get a satisfactory response;
- You should put your concerns in writing, outlining the background, history, giving names, dates and places where you can;
- A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.
- The NSPCC Whistleblowing Helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 from 8am to 8pm Monday to Friday or email: help@nspcc.org.uk

What Happens Next?

- You should be given information on the nature and progress of any enquiries;

- St Wystan's has a responsibility to protect you from harassment or victimisation;
- No action will be taken against you if the concerns prove unfounded and were raised in good faith;
- Malicious allegations may be considered as a disciplinary offence.
- We recognise that whistleblowing can be difficult and stressful. Advice and support is available from your line manager, Head and/or your professional or trade union. Support could include mediation and dispute resolution where necessary.

b) Self-Reporting:

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know may be impinging on their professional competence.

Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. While such reporting will remain confidential in most instances, this cannot be guaranteed where issues raise concerns about the welfare and safety of children.

c) Physical Intervention:

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness. For EYFS, parents and carers would be informed on the same day or as soon as reasonably possible.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given guidance to ensure they are clear about their professional boundary.²

(²Guidance on Safer Working Practices is available on the DfE website.)

d) Anti-Bullying and Cyber-Bullying:

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms of cyber-bullying, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

e) Use of Mobile Devices:

Mobile phones and personally-owned mobile devices may not be used during lessons or formal school time. They should be switched off (or silent) at all times. The Bluetooth functionality of a mobile device should be switched off at all times and may not be used to send images or files to other mobile devices. Mobile phones and personal mobile devices are not permitted to be used in certain areas within the school site such as changing rooms and toilets.

Mobile phones and personally-owned mobile devices brought in to school are the responsibility of the device owner. St Wystan's School accepts no responsibility for the loss, theft or damage of personally-owned mobile phones or mobile devices.

Regarding mobile phones or any device with a camera function, the school has a separate policy for Taking, Storing and Using Children's Images, which states that the school will:

'take reasonable steps to ensure that members of staff only have access to images of pupils held by the school where it is necessary for them to do so. All staff are given guidance on the school's Policy on Taking, Storing and Using Images of Pupils, and the importance of ensuring that images of pupils are made and used responsibly, only for school purposes, and in accordance with the school's policies and the law.'

Early Years Specific Requirements:

Cameras:

Throughout the EYFS the only cameras that may be used to photograph or video the children must be the setting's specific cameras which may only be used to take appropriate photographs or films of the children within the setting or on trips. No cameras may be used at all in any bathroom or changing facilities to protect children's privacy unless it is to evidence the children's good hand washing awareness and the child is simply washing their hands.

Staff, students, visitors and parents may not bring their own cameras into the setting, the only exclusion being the EYFS events such as sports day or concerts when parents/ carers may use their own camera to photograph their children's participation.

Intimate care:

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing).

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Additional vulnerabilities that may arise from a physical disability or learning difficulty should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, their parents/carers and the organisation must be negotiated, agreed and recorded. In addition, the views and/or emotional responses of children with special educational needs, regardless of age and ability must be actively sought in regular reviews of these arrangements.

Mobile phones:

Throughout the EYFS staff and students must keep their personal mobile phones secure. It is not permitted to use the photographic function to photograph any children at any time. The only cameras permitted within the setting are the specific EYFS ones. All staff in the Early Years Foundation Stage will be required to place their mobile devices in a storage cupboard away from the direct working area.

3.4 Parents:

Our Safeguarding Policy is available to all parents on the school website. Parents have access to the DSL's and are familiar with the school's policies and procedures. For any concerns, parents are encouraged to contact the DSL as soon as possible.

4. TRAINING AND EDUCATION:

4.1 Pupil Education:

We try to create an environment and ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.

We provide suitable support and guidance so that pupils have a range of appropriate adults whom they feel confident to approach if they are in difficulties, including inspectors during the course of an inspection process.

We use the entire school curriculum and PSHEE to raise pupils' awareness and build confidence so that they have a range of contacts and strategies to ensure their own protection and understand in an age appropriate manner:

- Adjusting their behaviours to reduce risks and build resilience, including radicalisation;
- The safe use of electronic equipment and the internet;
- The risk posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise other young people especially children and vulnerable adults.

Staff treat the children with respect and all pupils are expected to treat each other and staff with respect. Our Anti-Bullying and Cyber-Bullying Policy is stored on the school system with all school policies and it acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic or gender related bullying. It is publicised on the website. It is regularly reviewed.

We have a clear and full Behavioural Management and Sanctions Policy which is available to all staff and parents, and which is regularly re-visited by staff by the Pastoral Assistant Head.

We look carefully at the role models the school offers pupils through staffing, materials used, selection of curricular content and other experiences.

We try to impress on pupils the importance of rejecting violence or emotional abuse as a means of resolving conflict.

We give pupils opportunities to understand, and strategies for coping with, stress.

Form 6 pupils (Prefects and House Captains) are given posts of responsibility that give them a pastoral role and they are briefed on the appropriate action to take if they receive information pertaining to abuse or of a more general 'pastoral nature'. This is part of their 'job description' and is discussed with them prior to accepting the post.

i. Online Safety:

Pupils are educated in online safety and this is filtered into their weekly computing lessons in addition to the overall curriculum. The school limits the pupil's exposure to the following risks:

- Content: being exposed to illegal, inappropriate and harmful material;

- Contact: being subjected to harmful online interaction with other users;
- Conduct: personal online behaviour that increases the likelihood or causes harm.

This education includes Sexting/Shared Images i.e. when someone sends or receives a sexually explicit text, image or video on their Mobile devices, usually in a text message. (also known as youth produced sexual imagery).

The school provides an appropriate level of filters and monitoring systems to enable the pupils to minimise risk while not 'over blocking' their exposure and restricting pupil access.

Guidelines are outlined in the IT Acceptable Use Policy and the E-Safety Policy.

4.2 Staff Education and Training:

We try to create an environment where staff feel able to communicate and liaise with the relevant staff over any concerns related to safeguarding or whistleblowing.

We provide full child protection training regularly to staff, academic, support and volunteers, internal and external, at least once every three years as dictated by the DSCB. Training focuses on the recognition of the symptoms of child abuse and the procedures in line with DSCB advice alongside the approach to Prevent Duties. Less formal training is conducted at more frequent intervals in response to changes in legislation or as a result of matters arising in school. These sessions are conducted through safeguarding Staff Meetings, email, e-bulletins at least annually and are recorded in the Child Protection training register.

4.3 Staff Contribution and Understanding of Safeguarding Policies and Procedures:

Mechanisms are in place to assist staff in understanding the school's policies and procedures including KCSIE Part 1 including Annex A (September 2018). All staff are required to sign and date all safeguarding documents to confirm that they have read and understood the content. Staff meetings and other staff team forums check understanding from staff.

Regular formal and informal staff training facilitates all staff with the opportunity to be involved in the development of policies and procedures. Feedback is sought on the success of systems for example.

GDPR, Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that information is shared appropriately.

4.4 Staff Induction:

All staff, including volunteers, peripatetic staff, external agencies and extra-curricular club providers undergo induction training in child protection during the induction programme for new staff and volunteers. All temporary and voluntary staff, including visiting speakers who work with our pupils are made aware of the school's Safeguarding arrangements. The induction training includes and emphasises:

- The schools Safeguarding Policy (including information about the role of the DSL)
- Behavioural Management and Sanctions Policy
- E-Safety Policy
- The Staff Behaviour Policy including the Whistleblowing procedure (p.7 of this policy and in the Staff Handbook)
- Information about the Prevent Duty
- A copy of Part 1 of KCSIE including Annex A (September 2018)

- A list of contacts outlined in Appendix A
- IT Acceptable Use Policy
- Missing Child Policy
- For Senior Leadership, the entire KCSIE document including Annex A (September 2018)
- Where applicable, staff should have the knowledge, skills and understanding necessary to keep children safe who are looked after by the Local Authority (LA).

Each new member of staff, including temporary and visiting staff are given a full copy of this policy, along with the E-Safety Policy, Staff Behaviour Policy, Behavioural Management and Sanctions Policy, Anti-Bullying & Cyber-Bullying Policy and Part 1 of the Department of Education (DfE) document 'Keeping Children Safe in Education' including Annex A September 2018. A statement referring to this policy is also included in the Staff Induction Handbook. Specific attention is given to those teaching staff in one-to-one teaching e.g. specialist performing arts provision.

New staff will also complete the training to improve under Prevent Online Training Course and identify signs of radicalisation.

4.5 DSL Training:

Training for the Designated Safeguarding Lead and her deputy is provided through Derbyshire County Council (DCC) either by DSCB or by their official recommended training partners and agencies. DSL's and the deputy are trained to the same level.

The training team can be contacted by email to: safeguarding.Training@derbyshire.gov.uk

Training incorporates:

- Interagency working;
- Participation in child protection case conferences;
- Supporting children in need;
- Identifying children at risk of radicalisation;
- Record keeping;
- Promoting a culture of listening to children
- Prevent Duty

The Designated Safeguarding Lead (DSL) and her deputy, receive training every two years in child protection and inter-agency working to ensure that their skills and expertise are up to date.

5 DEFINITION OF CHILD ABUSE:

See Appendix D for definitions and more detail.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap one another.

Abuse is a form 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 institutional or community setting known to them or by others. They may be abused by an adult or adults or another child or children.

Child abuse includes abuse of a pupil by a staff member or other adult, abuse at home, which a pupil reports to staff, abuse by a stranger outside school and peer on peer abuse.

5.1 CHILDREN IN NEED:

A child in need is defined as a child in need of additional support from one or more outside agencies, for example, Social Care, health visitors or police. Assessment of need is likely to be determined through an inter-agency assessment using local processes and consideration of DSCB thresholds, including use of the “Early Help Assessment (EHA)” and “Team around the Child” (TAC) approaches.

The Early Assessment (EHA) (previously called the Common Assessment Form (CAF))

Early Help

Intervening to support a child before they experience problems lies at the heart of early help. Working Together to Safeguard Children (2018) defines Early Help as follows:

“Early help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years. Providing early help is more effective than promoting the welfare of the children than reacting later”

St Wystan’s understands the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records and listening to the views of the child. Central to this is reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

Staff who have a concern that a child may be in need, no matter what the level of concern, should report their concerns to the DSL. The DSL leads when early help is appropriate. All staff should be prepared to identify children who may benefit from early help. Action should be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Staff should look out for the following indicators to identify the need for early help:

- The child is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- The child is at risk of modern slavery, trafficking or exploitation
- The child is showing early signs of abuse and/or neglect
- The child is at risk of being radicalised or exploited
- The child is a privately fostered child

These concerns will be recorded and tracked internally and discussed with the team of DSL’s who will refer to DSCB’s Multi-Agency Levels of Need to decide the next action. In summary:

- Universal (level 1): Children requiring universal services in the community. They are achieving expected outcomes and their needs met with the within universal provision without any additional support.
- Early Help (level 2): Vulnerable children and young people requiring an Early Help offer. Agencies focus on social groups that that are at higher risk and those children who are starting to divert from expected outcomes and require additional support for a limited time.
- Targeted Early Help (level 3): Vulnerable children and young people requiring timely intervention. Children are not achieving their expected outcomes and require more intensive, but time limited support from a range of services including Children’s Social Care.

- Specialist (level 4): Vulnerable children and young people requiring specialist help. Children require intensive help and support from a limited range of specialist services including Children's Social Care.

Early help is underpinned by the following principles:

- Timely intervention: partnership resource is directed at preventing problems before they arise.
- Integrated working: children and young people and families receive support for all of their needs through a single offer.
- Flexible pathway: that recognises that children and young people will move between different levels of need as their needs and circumstances change.
- Participation and co-design: with children and young people and their families.
- Early help is everyone's responsibility: it requires everyone to work together to put the child or young person at the centre of everything they do to meet their needs and improve outcomes.

The Early Help Partnership Service (previously the CAF team) can offer support and guidance on all aspect of Early Help Assessment, Family Action Plans and Lead Professional. This includes completing the EHA, signposting of local service to support the identified need, attending TAF meeting.

Decisions to seek support for a child in need, or about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and the child. However, there is no suggestion that their consent is required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm. The DSCB referral thresholds will be used by the DSL to assess the most suitable action in each case and determine the difference between a child in need and a child in immediate danger.

5.2 CHILDREN AT RISK:

A child at risk is one who is suffering significant harm or is likely to do so. Action should be immediate.

Concerns should be reported by staff to the DSL who will refer to Social Care and/or the police if a crime is committed. This will be within immediately but at least within 24 hours of the report being received by the DSL.

If at any point, there is a risk of immediate serious harm to a child, a referral should be made to the children's social care team immediately. ANYBODY CAN MAKE A REFERRAL, but the person must then inform the DSL.

5.3 RADICALISATION AND EXTREMISM – THE PREVENT STRATEGY:

St Wystan's acknowledges and ensures all staff undertake the Prevent program online, as well as covered in their general safeguarding training. Staff are briefed on the signs to identify children at risk which can include things such as racist graffiti or comment being made on school premises, extremist content being shared on social media, terrorist or extremist propaganda being shared with pupils or vulnerable pupils being influenced with extreme views.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix E.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Head/DSL and/ or to the DDSL although anyone can make a referral if necessary. They should then follow normal safeguarding procedures. If the matter is urgent then Derbyshire Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

5.4 MISSING CHILDREN:

St Wystan's has procedures in place to identify and respond to children who go missing, particularly on repeat occasions. These are outlined in the Missing Child Policy. A child going missing from education is a potential indicator of abuse and neglect. Staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of them going missing in future. It is essential that all parents provide the school with more than one emergency contact for each pupil.

It is essential that all staff are alert to signs and 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.

St Wystan's must inform the local authority (where the child is resident) when a pupil's name is going to be deleted from the admission register on certain grounds where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the Head does not reasonably believe they will be returning to the school at the end of that period; or,
- Have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All children are included in the register from the beginning of their first day and attendance registers are taken twice a day, morning and afternoon to ensure all children are in school. Children are deleted from the register when the child has ceased to attend except where the pupil has died, been permanently excluded or is of no fixed abode. Before deleting a pupil's name from the admission register on the ground that he/she has not returned from a leave of absence exceeding 10 days, or after 20 school days unauthorised absence, both the Governors, the Head and the local education authority must have failed, after reasonable enquiry, to ascertain where the pupil is.

Staff will also report any regular failure to attend and any case of deletion from the register when the next school is not known. In the latter case the school will report the circumstances as soon as possible to the LA in which the pupil lives.

The Designated Safeguarding Lead must notify the LADO if there is unexplained absence of more than two days of a pupil who is known to Children's Social Care. In such a case, where a child is not at morning registration, contact should be made as soon as possible to find out what explanation is given for absence. Depending on the response that is given an urgent referral may need to be made.

6 SAFEGUARDING PROCEDURES:

Our school procedures for safeguarding children will be in line with Derbyshire Safeguarding Children Board (DSCB) procedures. We will ensure that:

a) All members of the governing body understand and fulfil their responsibilities, by taking advantage of the Derbyshire Safeguarding Procedures.

b) We have a designated Deputy (DDSL). Training is kept up to date regularly and undertaken at least every 2 years.

c) Staff are frequently reminded about the Safeguarding Policy and procedures, to allow them to develop their understanding of the signs and indicators of abuse, through staff training, updates and Staff Meetings.

d) All members of staff, volunteers and governors know how to respond to a pupil who discloses abuse and know that anyone can make a referral if necessary.

e) All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the Safeguarding [Child Protection] Policy on the school website.

f) Assurance is obtained by the school that appropriate child protection checks and procedures apply to staff employed by other organisations but working with the school's pupils on other sites or in other institutions. These are stored securely in the Bursar's Office.

g) Our selection and recruitment of staff includes checks for their suitability with the Disclosure and Barring Service.

h) Any member of staff found not suitable to work with children will be notified to the appropriate bodies – (including the DBS and Teaching Regulation Agency (TRA)) as soon as possible after leaving the school. This includes where a teacher has been dismissed or would have been dismissed had he/she not resigned, a prohibition order may be appropriate. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

i) The name of the designated member of staff for Child Protection and Designated Safeguarding Lead, Mrs Karan Hopkinson, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

j) All new members of staff and governors will be given a copy of our Safeguarding Policy and Part 1 of the KCSIE including Annex A (Keeping Children Safe in Education, September 2018), with the Designated Safeguarding Lead's name clearly displayed, and access to further information to develop their understanding of Safeguarding as part of their induction into the school.

k) All recruitment will be carried out in line with our Safer Recruitment Policy which details rigorous checks required including appropriate checking of references, career history and reasons for leaving previous employment. Wherever possible, applicants will be interviewed by at least two people, one of whom will be accredited for Safer Recruitment in Education.

l) Our policy and procedures will be reviewed annually, and any deficiency will be remedied immediately and without delay

7. REPORTING AND REFERRAL PROCEDURES:

It is important the child receives the right help at the right time to address risks and prevent issues escalating. A member of staff only requires reasonable cause for concern regarding potential child abuse in order to act.

Key Points in dealing with a disclosure are outlined in Appendix C:

- It is important to act on and refer early signs of abuse, neglect or radicalisation;
- Keep clear records;
- Listen to the views of the child;
- Reassure if the situation does not improve;
- Share the information quickly;
- Challenge any inaction

a) Arriving at the point where information and its interpretation give reasonable cause for concern depends upon the source of information. If the information comes from the child, then the teacher should act immediately and contact the Designated Safeguarding Lead/DSL. One sentence from the child indicating child abuse or nonaccidental injury provides you with 'reasonable grounds' and is sufficient for you to act. This may also apply if clear information comes from a sibling or other adult.

b) However, considering that many of the signs of child abuse are commonly associated with other medical, social or psychological problems or simply normal child development, a teacher may naturally discuss some initial concerns about a child's mental or physical wellbeing with other staff (often the Form Teacher, Pastoral Assistant Head) or the parents/guardians. However, in some cases the parents/guardians may be the abusers and explanations, or comments made by the parents may be sufficient to give the teacher reasonable grounds to suspect child abuse or non-accidental injury.

c) Once there are reasonable grounds to suspect child abuse or non-accidental injury, teachers must not contact the parents any further and the following procedure must be implemented immediately:

d) Make a written report to the Designated Safeguarding Lead immediately, (see Appendix B,). When a child has reported what amounts to suspected child abuse or non-accidental injury, then they should be taken to the Designated Safeguarding Lead even before the written report is made. The written report should include the information revealed by the child using their words as best as possible, when the disclosure was made, to whom the disclosure was made and action taken.

e) In dealing with pupil disclosures:

Staff must:

- Remember that the priority is to protect the child
- Staff and pupils reporting will be protected against retribution

- Treat the matter seriously – research has shown that children are very unlikely to fabricate allegations of sexual abuse
- Receive the child’s story and remain calm and reassuring without making promises about confidentiality, listen but do not judge – children who have suffered abuse may have low self-esteem and may withdraw if they detect signs of doubt or revulsion
- React to what the child tells you with belief and tell the child that they have done the right thing in telling you
- Indicate to the child what action you will take and make it clear that you will have to inform others (no secrets). Only inform those with a need to know
- Keep an accurate record of what you have become aware of and what you have done
- Limit any questioning bearing in mind the ‘must not’ points below

Staff must not:

- Contact the parents– this is the job of the Social Care
- Interrogate the child if that child has disclosed information or ask leading questions
- Attempt to investigate the allegations of abuse
- Speak to anyone about whom allegations are made (including colleagues)
- Promise to keep secrets/confidentiality
- Ask a child outright if they or others have suffered abuse.
- In the case of peer-on-peer abuse, sexual exploitation or sexual harassment, staff must not view or forward illegal images of a child. At this point, the school will seek guidance from the DfE ‘Searching, Screening and Confiscation’ and the UKCCIS sexting advice.

The teacher may now withdraw from the immediate process but should remain vigilant. If, however, staff consider that action is not quick enough or insufficient action is being taken by either the Local Authority or the school, staff should raise their concern again.

f) The Designated Safeguarding Lead must now seek advice from the Social Care and must report all matters of abuse within 24 hours. If the time is outside normal office working hours, then the Designated Safeguarding Lead must contact the Emergency Duty Team of the Social Care. The Designated Safeguarding Lead will inform the relevant pastoral staff that a child has been referred to them and “may be the subject of a case conference should the Social Care wish to pursue matters further”.

g) Children who have suffered or who are likely to suffer significant harm should be reported to Children’s Social Care immediately. Those children in need of additional support from one or more agencies should lead to an inter-agency assessment using local DCC procedures.

h) In the case of a pupil being identified as being at risk of radicalisation, the school will consider the level of risk to identify the most appropriate referral.

i) In the case of FGM, it is mandatory for staff to report to the police (Contacts in Appendix A), cases where they suspect or discover that an act of FGM appears to have been carried out, involving the DSL and children’s social care where appropriate.

j) In the case of children missing from education, these should be reported to the Local Authority by the DSL.

NOTE: Anybody can make a referral and the consent of parents may not be required when there are reasonable grounds to believe that a child is at risk of significant harm.

k) If it is necessary for the child to be taken to hospital, then hand the child over to the direct care of medical staff informing them that non-accidental injury is suspected. A member of staff must stay with the child, whether the child has been taken to hospital or not, until the social worker arrives.

l) A social worker will arrive either at the school or the Hospital as is appropriate. The Designated Safeguarding Lead in collaboration with staff involved in the case must complete a report form, detailing signs observed, action taken and outcomes of contact with other agencies, and send it as soon as possible to the appropriate department of the Local Education Authority (LEA), DSCB and Social Care.

m) If a parent arrives to collect the child before the social worker has arrived, then the member of staff must remember that he/she has no right to prevent contact between the child and the parents/guardians. However, if there are clear signs of physical risk or threat, the Police should be immediately contacted and fully informed.

n) The social worker(s) will decide on what action to take and it is the Social Care who must contact the parents/guardians. The Designated Safeguarding Local Education Authority (LEA) should inform the member of staff who first reported the concern as to what action has been taken.

o) Once a strategy for procuring support has been agreed, all parties should be kept well informed of developments as appropriate. Following procedures need not necessarily imply that further action is inevitable. It is important, however, in cases of serious concern that there is communication between the school, the Register Custodian, and the Social Care.

p) If staff are still concerned about the child after Social Care have acted or even after a case conference has occurred, then they must ask the Designated Safeguarding Lead to inform the Key Worker, and if necessary, request that the case conference be reconvened. If it is felt that the Key Worker has not taken appropriate action, then the Register Custodian should be contacted for advice. Unfortunately, some instances of abuse recur, and staff should remain vigilant.

q) It is important that at all stages in the above procedure staff make detailed written records of all their reports and actions. Before forwarding reports on for further action to take place, it is recommended that staff make and securely retain copies of any reports or notes that they forward. Notes should be made of the relevant parts of conversations and phone calls, e.g. their general content and 'Who is to do what?' – these notes should be included in reports.

r) Once you have passed the child into the system withdraw from the process. It is not appropriate to talk to the child or to support further. However, when a pupil has trusted you enough to disclose, they may feel the desire to return to talk (remember that investigations can sometimes take months). In such a situation, tell them that you cannot comment or advise, as to do so may affect their security and safety both in the short and long term – however, you can listen! Any 'discussion' could be misused in court by the defence lawyers as evidence against the teacher and the child.

s) The LA should make a decision, within one working day of a referral being made about the type of response that is required and should let the referrer know the outcome.

7.1 ALLEGATIONS AGAINST SCHOOL STAFF:

a) Staff (including volunteers) must protect themselves and staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued. It is important not to touch pupils however casually, in ways or on parts of the body that might be considered indecent.

b) Staff should also exercise prudence and common sense in ensuring that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil. One-to-one tuition for example, should take place in public areas – in rooms which are easy to see into and, ideally, with the door ajar. Staff should be particularly wary of inappropriate electronic communication with pupils. No staff should accept current pupils as “friends” on social networking sites for example. (See the IT Acceptable Use Policy)

c) The school has procedures for dealing with allegations against staff, and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. See the Whistleblowing procedures above and the “Procedures for Staff Facing Allegations of Abuse” (Appendix F).

d) When pupils make such an allegation against a member of staff, the ‘Procedure for Staff Facing Allegations of Abuse’ must be followed and in line with DSCB Procedures, see Appendix F.

This is important for the protection of the member of staff as well as the pupil.

e) If any allegation is made against a member of school staff, the Head must be informed immediately, or if unavailable, the Governor responsible for safeguarding should be told at once, through the Bursar. The Head or Safeguarding Governor will then report the matter to the LADO without delay and within one working day. If the Head is involved in the allegation, immediately contact the Chair of Governors through the Bursar who is the clerk to the governors without the Head being informed. If suspicions concern the conduct of the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead, then the member of staff must report directly to the Safeguarding Governor.

f) In all cases, if an allegation is made against a member of staff, the quick resolution of that allegation will be a clear priority to the benefit of all concerned and all unnecessary delays will be eradicated.

g) Teachers and/or other staff who are the subject of an allegation of this nature will invariably feel threatened and isolated. Support will be offered. It is essential to seek legal advice as soon as possible and teachers should be represented at all disciplinary hearings.

h) In the case of suspected or identified abuse of a child by the Head, the first person to receive an allegation regarding the Head should take it directly to the Chair of Governors. At this stage, after hearing a child’s allegation, no discussion should be initiated by school staff with the Head. The Chair of Governors will then report the matter to the LADO without delay and within one working day.

i) For further information on this issue please see Appendix F. The Whistleblowing procedure also draws attention to any malpractice in school.

7.2 ALLEGATIONS AGAINST PUPILS:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School’s Behavioural Management and Sanctions Policy will apply.

8 RECORD KEEPING:

All staff are required to record accurately information that may be required in respect of child protection. If a child discloses, record the precise information as soon as possible, with date, event, action taken, and sign and date the record. (See Appendix B) It is very important for staff to distinguish between fact, observation, allegation and opinion. Failure to make a report constitutes an offence.

All staff records must be passed to the Designated Safeguarding Lead for storage and action. Records should not be kept in the child's normal record file but in a separate and secure place. We keep records in a secure location, have clear records of pupil progress, maintaining sound policies on confidentiality, providing information to other professional, submitting reports to case conferences and attending case conferences if required. Records are kept confidentially and stored securely until the child's 25th Birthday. Records are copied and passed on to the child's next school. In accordance with the terms of reference of the Independent Inquiry into Child Sexual Abuse all schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation. The School's normal policies for data retention and destruction are therefore subject to these overriding responsibilities to cooperate with the Independent Inquiry into Child Sex Abuse (IICSA).

All concerns, discussions and decisions made, including the reasons for those decisions should be recorded in writing.

In cases of alleged child abuse which come to court, child protection records may be required by the court. Information required by the court should be given to the officers of the court and not to other persons who may use it as evidence. It is not necessary for other background information on the child to be released and can only be done with parental permission.

In all cases which involve the death or serious harm to a child when abuse is confirmed or suspected, the Derbyshire Safeguarding Children's Board (DSCB) will require a swift response to requests for information from all agencies including schools. Records must be made available to the Case Review Committee – this further emphasises the need for precise and secure keeping of records. In addition, interviews within the Education Department involving key personnel may be required, in order to assess the quality of decisions made and actions taken.

9 COMPLIANCE:

This policy is regularly updated in order that St Wystan's School complies with new legislation and good practice.

Currently the school's policy for 'Child Protection' is consistent with, and so reinforces:

- The Children Act 1989, sections 175 and 176, and 2004
- The Framework for the assessment of Children in Need and their Families 2002
- Safeguarding Children and Safer Recruitment in Education (SCSRE 2007)
- The Early Years Foundation Stage: Setting the Scene from Birth to Five
- Every Child Matters: Change for Children
- Safeguarding Children and Young People from Sexual Exploitation 2009
- Revised Safeguarding Statutory Guidance 2
- DfE Singleton Report – the review of safeguarding in Independent Schools and Boarding Schools in England

- Dealing with Allegations of Abuse Against Teachers and Other Staff 2011
- The Education Act 1993 & 2002
- The UN Convention on the Rights of the Child which contends that all children have an inalienable right to protection from harm and the principles of the Children Act (1989 and 2004) which states that the welfare of the child is of paramount consideration.
- Inspecting Safeguarding: WHO 2013
- Runaways: DfE 2014
- Child Sexual Exploitation: Tackling Child Sexual Exploitation Nov 2011
- Sexual violence and sexual harassment between children in schools and colleges DfE Dec 2017

And is in line with government publications:

- Working Together to Safeguard Children, July 2018, incorporating Information Sharing (July 2018)
- Keeping Children Safe in Education including Annex A (KCSIE), September 2018
- Prevent Duty Guidance: for England and Wales (March 2015) incorporating The Prevent duty: Departmental advice for schools and childminders (June 2015) and the use of social media for on-line radicalisation (July 2015)

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPS Thinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

The school will remedy any deficiencies and weaknesses found in this policy and procedures without delay, and the policy and procedures, specifically their implementation will be reviewed annually by the governors and senior staff.

This policy will be shaped and discussed by all St Wystan's staff, monitored and evaluated by the SLT. The Governors review and agree this policy annually.

Signed Chair of Governors:

Date:

See next page for Appendices

Appendix A: Contacts

DESIGNATED SAFEGUARDING LEAD (DSL): KS1 & KS2 Karan Hopkinson (Headteacher)

Email: head@stwystans.org.uk Telephone: School Office – 01283 703258

DEPUTY DESIGNATED SAFEGUARDING LEAD (DDSL): EYFS Rachel Haynes (Head of EYFS)

Email: earlyyears@stwystans.org.uk

SAFEGUARDING GOVERNOR: Mrs Vickie Barnatt

Email: bursar@stwystans.org.uk

Derbyshire Safeguarding Children Board DSCB

Call Derbyshire: 01629 533190

In an emergency, where the immediate safety of a child, young person or adult is at risk, contact Derbyshire Police on 999.

Local Police force 101 for non-emergency police.

Call Derbyshire Starting Point is Derbyshire's 24 hour a day, 7 days a week, year-round contact and referral service for concerns that a child is suffering or is at risk of significant harm.

To request early help services for Derbyshire children and young people a Starting Point referral is the first point of call. The service operates Monday to Friday from 08:00 – 18:00 and is staffed by Senior Practitioners and qualified Social Workers. Starting Point can offer advice on how to engage with children and families, dealing with difficult and challenging issues, how to achieve elusive outcomes, etc.

Debbie Peacock (Child Protection Manager)

Tel: 01629 531079

Email: debbie.peacock@derbyshire.gov.uk

Derbyshire County Council Children Services Multi Agency Team 01283 229709

Allegations: Local Designated Officer (LADO) for advice on allegations by a pupil against a member of staff Tel: 0300 200 1006

Report Prevent or Extremism Tel: 0800 789 321 or Derbyshire Constabulary on 101 or email:

EMSOU-SB-Prevent@Derbyshire.PNN.Police.UK

DfE dedicated helpline and mailbox for staff and governors - 0207 340 7264 and

counterextremism@education.gsi.gov.uk

Female Genital Mutilation FGM: Call 999

For help and advice the NSPCC has an anonymous helpline, tel: 0800 028 3550.

Whistleblowing

The NSPCC Whistleblowing Helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 from 8am to 8pm Monday to Friday or email: help@nspcc.org.uk

The above report should be completed IMMEDIATELY following any incident which raises any concern about possible child protection or safeguarding. It should be completed by the member of staff most directly involved. Care must be taken to record the information accurately and confidentially. This form must be passed THE SAME DAY to the school's Designated Safeguarding Lead.

This record should be placed on the child's confidential personal file and a central copy retained by the Designated Safeguarding Lead.

Appendix C:

KEY POINTS TO FOLLOW IF YOU SUSPECT, OR ARE TOLD OF, ABUSE

Please refer to the full Safeguarding [Child Protection] Policy document for more detail, specifically Section 7 on the Reporting Procedure. What follows is a very much condensed version of key actions.

Remember – it could happen here.

Adults looking after children or young people must be aware of the risk of abuse by adults or other young people. Child abuse can occur in all walks of life and St Wystan's School should not be considered in some way immune. All staff should know what to do if they suspect abuse or are told of abuse. All staff must act, immediately, if there is reasonable cause for concern. We believe that all pupils have the right to be safeguarded from harm and exploitation.

1. The priority is always to protect the child.

2. ALWAYS stop and listen straightaway to someone who wants to tell you about incidents or suspicions of abuse. Treat it seriously. A voluntary disclosure from a pupil is nearly always of significance.

3. Believe, remain calm and reassuring, and do not judge.

4. Keep accurate records, keep all original notes however rough they are.

- a. Records must be factually accurate as may be used later in court.
- b. The pupil's own words must be recorded, not your version.
- c. Do not embellish or speculate. Clearly state if reporting your view interpretation of their state of mind.
- d. All notes must be signed, dated and timed. A form is provided.

5. DO NOT guarantee confidentiality. Explain that you will pass the matter on to the Designated Safeguarding Lead in order to keep them safe. Reassure that only those needing to know will be informed.

6. DO NOT ask leading questions such as: did he/she do X to you? Keep your questions open (is there anything else you want to tell me?) and do not interrogate. Neither you nor the Designated Safeguarding Lead is qualified to investigate allegations. Leading questions may jeopardise or compromise possible criminal procedures.

7. IMMEDIATELY tell the Designated Safeguarding Lead and pass on your notes as soon as possible, but always on the same day. The Designated Safeguarding Lead will refer the matter to the Social Care (and possibly the Police) within 24 hours.

8. NEVER think abuse is impossible in the school or that an allegation against someone you know well and trust is bound to be wrong.

9. Pupils who may be confided in by those being abused (e.g. prefects) are also aware of these main points.

10. In the case of peer-to-peer abuse, **DO NOT** view or forward illegal images of a child. The Designated Safeguarding Lead will be directed by the relevant DfE guidance.

11. Staff should only involve those who need to be involved when a child discloses that they are being abused or neglected.

Appendix D: Types of Child Abuse and Symptoms

All definitions in this appendix as notated in quotation marks, are taken from (Keeping Children Safe in Education September 2018 including Annex A)

D.1. Abuse:

“a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.”

Child abuse can be categorised into:

- **Physical Abuse** (including self-harming)
- **Emotional Abuse** (including mental health, body image and stress)
- **Sexual Abuse**
 - By adults
 - By Other young people
 - Child Sexual Exploitation
- **Neglect**
- **Peer on peer abuse**
- **Domestic Abuse**
- **Honour Based Violence (HBV):**
 - **Forced Marriage**
 - **Female Genital Mutilation (FGM)**
- **Child Criminal Exploitation** in respect of drug networks and gangs grooming or exploiting children to carry drugs and money

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion, then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.

D.2. Physical Abuse:

“A form of abuse which 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 child”

Typical signs include:

- Bruising:
- Children can have accidental bruising, but the following must be considered as nonaccidental unless there is evidence or an adequate explanation provided:
 - Any bruising to a non-independently mobile child e.g. disabled or pre-walking. This should be immediately referred to DSCB.
 - Bruising in or around the mouth, particularly in small babies

- Repeated or multiple bruising to the head or on sites unlikely to be injured accidentally
- Two simultaneously bruised eyes without bruising to the forehead
- Variation in colour possibly indicating bruising at different times
- The outline of an object e.g. a belt, hand prints, or hair brush
- Bruising or tears around or behind the ears
- Bruising around the face
- Grasp marks on small children
 - Bruising on the arms, buttocks or thighs.
 - Slap marks – these may be visible on cheeks or buttocks.
 - Twin bruises on either side of the mouth or cheeks – can be caused by pinching or grabbing, sometimes to force a child to eat or to stop a child from talking.
 - Cuts related to self-harming using scissors, knives, razor blades.
 - Grip marks on arms or trunk – found on babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, a brain haemorrhage. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
 - Black eyes – are most commonly caused by an object such as a fist coming into contact with the eye socket. NB A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
 - Damage to the mouth – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
 - Bite marks.
 - Fractures – especially in children under the age of 2.
 - Poisoning and other drug misuse – e.g. overuse of sedatives.
 - Burns and/or scalds – a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as ‘dipping scalds’ are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a cup of tea. In contrast, a child who has been deliberately ‘dipped’ in a hot bath will not have splash marks.

D.3. Emotional Abuse:

“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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say, how they communicate or their physical body. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability as well as overprotection and limitation of exploration and learning, or

preventing the child participating in normal social interaction. It may involve seeing or hearing ill-treatment of another. It may involve serious bullying (including 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, although it may occur alone.

D.4. 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 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 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. This includes Female Genital Mutilation (FGM)”

Typical signs include:

- A detailed sexual knowledge inappropriate to the age of the child.
- Behaviour that is excessively affectionate or sexual towards other children or adults.
- Lack of trust in adults (particularly any marked fear of men).
- Attempts to inform by making a disclosure about sexual abuse often begins by the initial sharing of limited information with one adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- A fear of medical examinations.
- A fear of being alone – this applies to friends, families, neighbours, baby-sitters
- A sudden loss of appetite, compulsive eating, or development of an eating disorder.
- Self-harming.
- Excessive masturbation is especially worrying when it takes place in public.
- Promiscuity.
- Unusually explicit or detailed sex play in younger children.
- Sexual approaches or assaults – on other children or adults.
- Pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- Bruising to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- Discomfort or pain particularly in the genital areas.
- The drawing of pornographic or sexually explicit images.

D.5. Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse

against adults, peers or children. Our school has a clear set of values and standards, underpinned by our behaviour policy, anti-bullying policy, and pastoral support system and with issues such as healthy and respectful relationships delivered through PHSEE.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

Where an incident comes to light which includes sexual violence and sexual harassment, the DfE guidance should be followed. If a child has been harmed, is in immediate danger, or is at risk of harm a referral should be made to Multi Agency Team (MAT) social care or the police. The DSL will need to undertake a risk and needs assessment considering the victim, the alleged perpetrator, and other children or staff at the school, and take action accordingly.

D.6. Child Sexual Exploitation:

“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, children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. It does not always involve physical contact and can happen online. A significant number of children go missing from care and education.”

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs may include:

- 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 wellbeing
- Children who have issues with drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or do not take part in education

D.7. Neglect:

“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 and clothing (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.”

Typical signs of Physical Neglect are:

- **Underweight** – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- **Inadequately clad** – a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.
- Persistent stomach-aches, feeling unwell, and apparent anorexia can be associated with Physical neglect.

D.8. Peer on Peer Abuse:

Definition

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc but staff should be aware that peer on peer abuse can take place and it should not be tolerated or passed 'as a part of growing up', 'just having a laugh' or 'banter'.

It may be appropriate to regard a child's behaviour as abusive if:

- There is a large difference in power between the pupils involved;
- The perpetrator has repeatedly tried to harm one or more people;
- There are concerns about the intention of the alleged perpetrator;
- If it is believed that the perpetrator intended to cause harm to the victim, this should be regarded as abuse even if severe harm was not actually caused.

Peer on peer abuse can take many different forms: bullying, cyber bullying; sexual violence and sexual harassment; physical abuse (such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm); Sexting/Shared Images i.e. when someone sends or receives a sexually explicit text, image or video on their Mobile devices, usually in a text message (or youth produced sexual imagery); initiation/hazing-type violence and rituals.

This is a matter of professional judgement. Children are vulnerable to abuse by their peers, specifically pupils with special educational needs or disabilities. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Prevent and Minimising Peer-on-Peer Abuse:

Staff at St Wystan's School, as a co-educational school should be aware that different gender issues can be prevalent when dealing with peer on peer abuse and it is more likely that girls will be victims and boys as perpetrators. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action. Peer-on-peer abuse is unacceptable and will be taken seriously by all St Wystan's staff.

In order for this to happen, "ground rules" should be set in an age appropriate manner to ensure that pupils are aware of:

- How they are expected to behave in accordance with the School's Behaviour Policy and core values
- What constitutes as abuse
- How any incidents of abuse will be addressed by the school
- The importance of adhering to fundamental British values

The school will minimise the risk of allegations against other pupils by providing the following:

- PSHEE as part of the curriculum through form time
- An effective system for pupils to raise concerns with staff
- Robust risk assessments for pupils that are identified as posing a potential risk

Appropriate targeted work for pupils identified as being at potential risk. In the case of abuse by a pupil, or group of pupils, the key issues which identify the problem as abuse (rather than an isolated instance of bullying or 'adolescent experimentation, which might be considered within normal bounds in the school community) are:

- the frequency, nature or severity of the incidents.
- whether the victim was coerced by physical force, fear, or by a pupil or group of pupils having power or authority over him/her.
- whether the incident involved a potentially criminal act and whether if the same incident, or injury, had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.

Serious bullying may therefore be a child protection issue and will be taken very seriously.

The alleged perpetrator(s) is/are likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or Sexual Abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, Significant Harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator(s) must address their needs.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. This type of abuse should not be passed off as banter, just having a laugh or growing up.

Managing Peer-on-Peer abuse:

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. These issues will be dealt with using the Behaviour Management and Sanctions Policy and the Anti-Bullying and Cyber-Bullying Policy.

Any professional who feels that a child has abused another child should notify the designated safe guarding lead immediately, who in turn will notify the LADO, including if the incident of abuse takes place off the school premises, although any staff member can make a referral to children's social care.

If the concern indicates that a potential crime has taken place or that with safeguarding implications, it may be necessary to call children's social care or the police.

The concern should be recorded in the school child protection concerns record, along with any further details or outcomes and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

After the concern has been recorded, a strategy discussion will be held with the relevant referring agency, and where necessary the police, youth offending service or sexually harmful behaviour team. The discussion will consider:

- Whether the perpetrator poses a continuing risk to any child
- How to protect any child at immediate risk of significant harm
- Whether a section 47 enquiry should be made and how it should be handled
- What action should be taken in respect of the alleged perpetrator, such as arranging a risk management meeting.

A section 47 enquiry is initiated if a child is taken into police protection, is the subject of an emergency protection order, or there are reasonable grounds to suspect that a child is suffering or is likely to suffer significant harm. It is not appropriate to initiate a section 47 enquiry unless the perpetrator is continuously at risk of causing harm.

Any action taken in respect of the perpetrator will be based on the risk they pose to other children and what actions can be taken to minimise the risk. If the perpetrator is over 10 years old, consideration will be given to whether action under the criminal justice system is appropriate.

As assessment of the perpetrator's needs will be carried out, taking into consideration:

- The nature, extent and context of the abusive behaviour
- The child's development, family and social circumstances
- Whether the child appears to pose a continuing risk, and who is likely to be at risk from him/her

The parents/carers of all children involved will be informed of the incident and included in a strategy discussion about what will happen next. A risk assessment will be considered at this time in order to protect all parties involved, as well as arrangements for a supervision plan.

Any investigation will be led by the police or social care team, unless thresholds for these services are not met, in which case the school will undertake a thorough investigation.

In the event of disclosures, victims and perpetrators will be treated as being 'at risk'. Support will be offered to the victim and to any other child affected through counselling and support in and out of school.

During the strategy discussion it is important to consider what action is necessary to ensure the immediate safety of the victim, and what further enquiries are required to assess any further risk.

If the victim is still at risk of harm, a child protection conference may be arranged during the strategy discussion.

A child protection conference may conclude that the victim is not in need of a child protection plan but may be in need of support to address any issues arising from the abuse, e.g. the school may need to provide a counselling service to help with the victim's anxiety following an incident of abuse.

If the victim or perpetrator are members of the same family/household, before making any arrangements to return the perpetrator to the family/household, it is critical to ensure that the victim's views have been heard and that they feel safe.

A supervision plan may be implemented, in order to ensure that the victim is suitably protected from the incident reoccurring; this is often achieved by ensuring the children involved in the incident are separated.

Allegations will be recorded in the Safeguarding Evidence file, maintained by the DSL. All incident and behaviours will be signed and dated by a senior member of staff.

D9. The Toxic Trio

The term 'Toxic Trio' has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred. They are viewed as indicators of increased risk of harm to children and

young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

D10. Domestic Abuse:

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

To talk through your concerns, call the Derbyshire Domestic Abuse Helpline on **tel: 0800 198 668**. Guidance can also be sought from NSPCC, Refuge and Safelives.

D.11. Honour Based Violence (HBV):

This encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including Female Genital Mutilation, Forced Marriage or breast ironing. All forms of HBV are abuse and should be handled and escalated as such.

D.12. Forced Marriage (FM):

“A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.”

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call the Forced Marriage Unit 020 7008 0151 fm@fco.gov.uk

D.13. Female Genital Mutilation (FGM):

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

FGM is carried out because:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. Under KCSIE (2018) staff have a legal duty to report concerns about FGM.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghanistan, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /school take action without delay and call Derby Domestic and Sexual Violence Team tel: 07812 300927. All staff have a legal obligation to report to the police if they suspect or discover that an act of FGM appears to have been carried out on a girl under 18.

D14. Parental Mental Health

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the relevant school's DSL to consider a referral to children's social care.

D.15. The Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous four 'categories of abuse', he/she will nearly always suffer from/display signs of stress and distress. An abused child is likely to show signs of stress and distress as listed below:

- A lack of concentration and a fall-off in school performance
- Aggressive or hostile behaviour
- Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
- Difficulties in relationships with peers
- Regression to more immature forms of behaviour, e.g. thumb sucking, bed-wetting (or its persistence)
- Self-harming or suicidal behaviour
- Negative body image
- Low self-esteem
- Wariness, insecurity, running away or truancy – children who persistently run away from home may be escaping from sexual/physical abuse

- Disturbed sleep
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour
- A sudden change in school performance

D15. Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- Implausible explanations of injuries
- Unwillingness to seek appropriate medical treatment for injuries
- Injured child kept away from school until injuries have healed without adequate reason
- A high level of expressed hostility to the child
- Grossly unrealistic assumptions about child development
- General dislike of child-like behaviour
- Inappropriate labelling of child's behaviour as bad or naughty
- Leaving children unsupervised when they are too young to be left unattended

Appendix E: Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as ‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.’ We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts;
- or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance The Prevent Duty <http://www.derbyshire.police.uk/Safety-advice/Terrorism/Prevent-Team/Prevent-Team>.

Appendix F: Procedure for Staff Facing Allegations of Abuse

INTRODUCTION

This procedure should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

- Behaved in a way that has harmed, 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 that he or she may pose a risk of harm if they work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the police.

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Care
- A third party

An allegation of such seriousness would normally be made immediately and directly to the Head; but if another member of staff is told first, he/she must ensure that the Head is informed immediately. The school's Whistleblowing Policy aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. A copy of the policy is available in the Staff Handbook.

If the Head is unavailable, the Chair of Governors should be told at once, through the Bursar.

Such allegations are among the most testing issues that any Head or Chair of Governors is likely to face and these procedures have been established to meet the need to handle such a situation as sensitively and efficiently as possible. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

In all cases, the quick resolution of any allegation against a member of staff will be a clear priority to all concerned and all unnecessary delays will be eradicated.

These procedures are reviewed on an annual basis by the Safeguarding Committee.

ALLEGATIONS INVOLVING THE HEAD OR DESIGNATED SAFEGUARDING LEAD

In the case of suspected or identified abuse of a child by the Head, the police and/or Social Care have a duty to investigate.

The first person to receive an allegation regarding the Head should take it directly to the Chair of Governors, who should inform the LADO within one working day. At this stage, after hearing a child's allegation, no discussion about the allegation should be initiated by school staff with the Head.

The Chair of Governors will obtain legal advice before proceeding to the steps outlined above. The Head will normally be suspended for the duration of the investigatory process and the Assistant Heads will be made acting Heads until the conclusion of the investigation and resolution of the issue.

The Head/DSL should similarly be told at once of any allegation involving the Deputy Designated Safeguarding Lead. The Chair of Governors should normally be informed on the same day, and legal advice obtained. The Designated Safeguarding Lead will normally be suspended for the duration of the investigatory process and asked to vacate his/her school house where appropriate.

ANONYMOUS ALLEGATIONS

If the Head receives an anonymous allegation of child abuse which names both a member of staff and a child, it will be handled in exactly the same way as if the identity of the person making the allegation was known. Where the allegation names the member of staff; but not the pupil, the Head will normally interview the member of staff, and ask for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

THE FIRST RESPONSE

If an allegation is raised against a member of staff or the Head, the Derbyshire Safeguarding Children Board (DSCB) Procedures must be followed. A full copy of the DSCB Procedures Manual is available via their website.

We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously,
- Establish the facts before jumping to any conclusion,
- Discuss the allegation with the LADO, see Appendix G for contact details. It may be necessary at this point to involve and consult with the police or children's social care services.
- The Bursar must be informed, if after the initial enquiry; there might be the need for a formal investigation and the school's insurers must be informed.

THE NEXT STEP

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always respond to advice from the LADO which may include:

- Invite the police to conduct the investigation,
- Consider suspending the member of staff (or volunteer) concerned. Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned and the need for a full and fair investigation.
- Inform the member of staff concerned honestly of the allegation that has been made, unless advised not to by the police or Social Care. We recognise our duty of care to employees and will provide effective support for anyone facing an allegation. Staff who are the subject of an allegation of this nature will invariably feel threatened and isolated we will advise him or her to contact their Trade Union or Professional Association for advice and support.

- Inform the child's parents or carers in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Care before making contact. Parents or carers should be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If they wish to have reporting restrictions removed, they should seek legal advice.

SUPPORT FOR THE PUPIL

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Head, who is also the school's Designated Safeguarding Lead, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, DSCB or other agencies involved to identify the support strategies that will be appropriate.

SUSPENSION

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Suspension is not the default position and will be used only when there is no reasonable alternative, if there is concern for the welfare of other children in the community or the teacher's family, those concerns should be reported to the DSL, children's social care or the police as required. It is a serious step, and we will take legal advice as well as advice from the LADO beforehand, and will normally only suspend a member of staff where:

- There is cause to suspect that there is a serious risk of harm to the child,
- The allegations are so serious as to constitute grounds for dismissal, if proven,
- The police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached.
- Interview a member of staff before suspending him or her.
- Keep him or her informed of progress of the investigation.

Any member of staff is entitled to be accompanied by a friend or Trade Union representative.

In cases where the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school, it will be necessary to immediately suspend that person from teaching pending the findings of the investigation.

ALTERNATIVES TO SUSPENSION

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Giving him or her non-direct contact duties with the child or children concerned
- Ensuring that a second adult is always present in the classroom when the member of staff has contact with children.
- Sending the member of staff on leave

- Moving the child or children to alternative adult supervision, e.g. where the member of staff is a teacher, moving the child to an alternative class making sure that it is clear that this is not a punishment and parents have been consulted

IF THE MEMBER OF STAFF RESIGNS

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. The school will always complete every investigation into allegations of child abuse.

COMPROMISE AGREEMENTS

The school's policy is to follow the DfE guidance set out in "Keeping Children Safe in Education including Annex A" September 2018 on the use of compromise agreements in cases of child abuse which is:

"Compromise agreements, by which a person agrees to resign, and a school.. ... agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any case, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to the DBS where circumstances require it"

A compromise agreement can also not override any duty to make a referral to the TRA as detailed in the Introduction section of the main Safeguarding [Child Protection] policy

LENGTH OF INVESTIGATORY PROCESS

It is in everyone's interests that the school completes any investigatory process as quickly as possible, consistent with a fair and thorough investigation. It is the aim that almost every case is completed within one month without compromising on the fair and impartial processes of the investigatory process.

For cases where it is immediately clear that the allegation is unsubstantiated or malicious, it is the aim to resolve the case within 5 working days. If the nature of the allegation does not require formal disciplinary action, action should be should taken within 3 working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

DETERMINING THE OUTCOME OF ALLEGATION INVESTIGATIONS

The following definitions will be used:

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there have been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

RECORDING ALLEGATIONS OF ABUSE

All allegations of abuse will be recorded together with subsequent actions, including any disciplinary actions.

HANDLING UNSUBSTANTIATED OR MALICIOUS ALLEGATIONS

The Child

A child who has been the centre of malicious or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LADO and DSCB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from a Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However, much support the child may need in such circumstances, we need to be sensitive to the possibility that the aftermath of a malicious or unsubstantiated allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help her to achieve as smooth a transition as possible, working closely with the parents or guardians.

If an allegation against a member of staff is found to be malicious, the pupil involved is likely to have breached school behaviour policies and may be subject to appropriate disciplinary sanctions, as well as possible referral to the police if there are grounds to believe that a criminal offence may have been committed.

The Member of Staff

A member of staff could be left at the end of a malicious or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of "no smoke without fire". If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate. Support will be provided for the return to work.

Allegations found to have been malicious or false will be removed from personnel records and any that are unsubstantiated, false or malicious will not be referred to in employer references.

ALLEGATION OF ABUSE OF A CHILD WHO IS NOT A PUPIL AT THE SCHOOL

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at the school, we would immediately pass such information to DSCB to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, for example, re-assignment to other duties, in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

ON CONCLUSION OF AN ALLEGATION OF ABUSE

- If the allegation is substantiated, the Head will work with the LADO to decide whether to make a referral to the DBS and for teaching staff to the TRA.
- If there is sufficient concern that an individual has engaged in conduct that harmed, or is likely to harm, a child, or if they otherwise pose a risk of harm to a child, a referral will be made to the DBS.
- Parents will be kept informed about the progress of a case and told the outcome where there is not a criminal prosecution and where possible, being invited to maintain confidentiality.

The Head will review the circumstances of the case to determine whether any improvements can be made to the school's procedures or practice to help prevent similar events in the future.

REFERRAL TO THE DISCLOSURE AND BARRING SERVICE

The school recognises the statutory legal duty to refer an individual, where they have harmed, are likely to harm, or otherwise pose a risk of harm to a child, or have committed one of a number of listed offences, to the Disclosure and Barring Service (DBS) as soon as possible after the individual's dismissal or resignation from a regulated activity or when the school ceases to use a person's services. This includes:

- Non-renewal of a fixed term contract;
- No longer engaging/refusing to engage a supply teacher provided by an employment agency;
- Terminating the placement of a student teacher or other trainee;
- No longer using volunteers;
- Resignation;
- Voluntary withdrawal from supply teaching;
- Contract working;
- Initial teacher training;
- Volunteering.

In borderline cases, the Designated Safeguarding Lead will discuss doubts and concerns with the LADO, tentatively, and without giving names in the first instance.

Reports concerning members of staff or volunteers are normally made by the Designated Safeguarding Lead. If the Designated Safeguarding Lead/Head is involved, the report is made by the Chair of Governors.

The DBS referral form can be downloaded from the DBS website on (www.homeoffice.gov.uk/agencies-public-bodies/dbs).

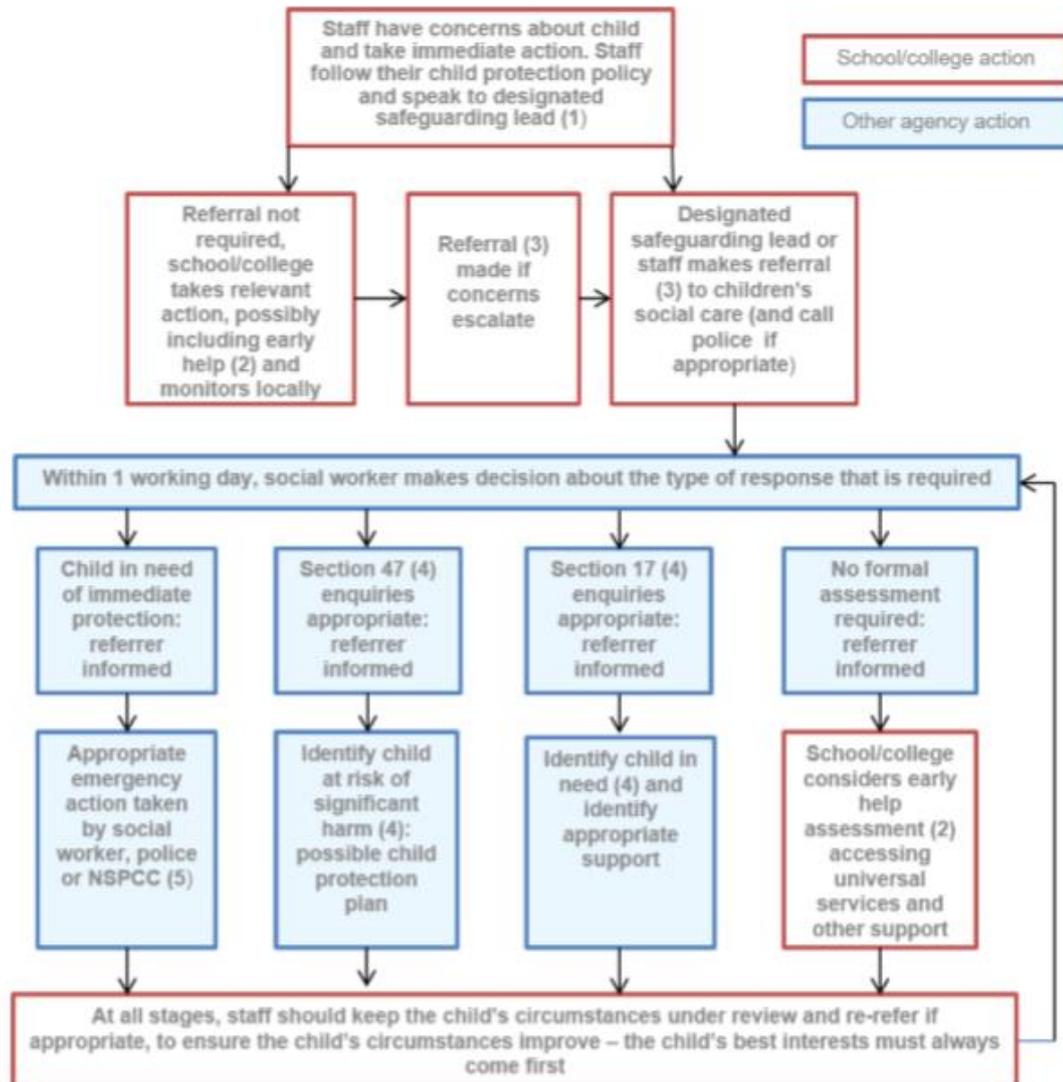
Referrals can also be made to the TRA and the form can be downloaded from;

<https://www.gov.uk/government/publications/teacher-misconduct-referral-form>

The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the DBS at any time. Failure to make a report when required constitutes an offence.

Appendix G:

Actions where there are concerns about a child



The initial contacts for Children's Social Care for referrals are: Derby: First Contact Team 01332 641172 or out of hours: 01332 786968, (Careline)

Appendix H:

To be completed by all members of staff (Including all employees of the school including volunteers and temporary staff)

I have read and I understand this Safeguarding (Child Protection) Policy. I agree to abide by the guidance, and enforce the rules, set out within it.

I have also read and I understand the contents of Keeping Children Safe in Education KCSIE Part 1 and Annex A (September 2018).

Signed:

Print Name:

Date:

Please return this signed declaration to the DSL and it will be kept on record