



SAFEGUARDING & CHILD PROTECTION POLICY

This policy includes the Early Years Foundation Stage (EYFS)

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Policy History	
Policy Owner	Headteacher
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All staff to read this policy and
[KCSIE 2022 \(Part 1 and Annex B\)](#)

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ST WYSTAN'S PREPARATORY SCHOOL SAFEGUARDING POLICY AND PROCEDURES

School Safeguarding Personnel

Role	Name	Position
The Designated Safeguarding Lead	Kara Lebihan	Head Teacher 01283 703258
Deputy Designated Safeguarding Lead	Alex Ingleston-Orme	EYFS 01283 703258
Designated Safeguarding Governor	Vickie Barnatt	Governor

This policy should be read alongside Part 1 and Annex B of Keeping Children Safe in Education (KCSIE) 2022, the E-safety Policy, the Behaviour Policy, the Staff Code of Conduct and the SEND Policy.

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Important Safeguarding Contact Details

Call Derbyshire Starting Point	https://www.derbyshire.gov.uk/social-health/children-and-families/support-for-families/starting-point-referral-form/starting-point-request-for-support-form.aspx	01629 533190
Derbyshire County Council Children Services Multi Agency Team		01283 229709
Local Authority Designated Officer (LADO)	Miles Dent	01629 531940
Derbyshire Child Protection Manager	Debbie Peacock debbie.peacock@derbyshire.gov.uk	01629 531079
Prevent Duty & Extremism	EMSOU-SB-Prevent@Derbyshire.PNN.Police.UK	0800 789 321
Police	Non-emergency 101	Emergency 999
The DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors	counter.extremism@education.gov.uk	020 7340 7264
Female Genital Mutilation	NSPCC has an anonymous helpline	0800 028 3550
Derby Domestic and Sexual Violence Team		07812 300927
Children Missing Education LA Lead	Marilyn Simcock/Deborah Bosom	01629 536520/532877
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	

1. Introduction

St Wystan's School and its governing body recognises its duty towards safeguarding and promoting the welfare of children as set out in Section 175/157 of the Education Act 2002.

Our school will prevent and respond to abuse and neglect by ensuring that the ethos and atmosphere of the school is conducive to a safe environment. Pupils and parents/carers will feel supported and able to report safeguarding concerns to any member of staff. Staff will feel they are supported by colleagues and the senior management team, including the governing body, and are able to report and seek advice and guidance on any safeguarding concerns, including those regarding colleagues or themselves. We will protect children at risk of abuse or neglect by having procedures in place that reflect current legislation, guidance and best practice.

As part of our safeguarding ethos, we encourage children to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We will ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils. We will ensure that reasonable steps are taken to ensure visitors to the school do not share messages with the school community which are contrary to our school ethos and beliefs.

Safeguarding is everybody's responsibility and, as such, this policy applies to all staff and volunteers working in the school. An allegation, disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those with a teaching or welfare-related role. Similarly, any member of staff may observe or suspect an incident of abuse.

2. Child Protection Statement

We take our definition of safeguarding from KCSIE (September 2022):

Safeguarding and promoting the welfare of children is defined as:

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

3. Policy Aims

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

- To ensure school takes appropriate action, in a timely manner, to safeguard and promote the welfare of all children
- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately.
- To ensure that the school's practice meets local and national guidance and all statutory requirements are in place.

4. Key Principles

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interest of the child.

- The child's needs and welfare are paramount. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.
- Keeping Children Safe in Education (KCSIE) reminds us that all staff should maintain an attitude of "*it could happen here*" where safeguarding is concerned.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child, in order to protect them.
- The school recognises that scrutiny, challenge and supervision are key to safeguarding children.

- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. *'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.'* (DfE 2012)
- All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- *'All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.'* (DfE 2020)
- All staff have responsibility to report their concerns about a child **without delay** to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **anyone** can refer their concerns to children's social care directly in emergencies or if they feel they need to do so.
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. Concerns about a child should always lead to help for a child at some point and the child's situation should improve.
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. *'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.'* Working Together to Safeguard Children (DfE 2018)
- The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Local Authority and the Local Safeguarding Children Partnership procedures and provide them with information as required.
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.

5. Legislation and Guidance

This policy is based on the Department for Education's statutory guidance [KCSIE 2022](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

This policy is also based on the following legislation and guidance:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- [The Prevent Duty 2015](#)
- <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Schools and colleges must have regard for the DfE statutory guidance [KCSIE 2022](#) (September 2022). **This safeguarding policy should be read alongside this statutory guidance and all staff must read and understand at least part 1 and annex B of this guidance.**

Local authorities have a duty to make enquiries under [section 47](#) of the **Children Act 1989** if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A ‘child in need’ is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under [section 17](#) of the Children Act 1989.

[Section 175](#) of the **Education Act 2002** places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools by virtue of regulations made under [section 157](#) of the same Act.

[Working Together to Safeguard Children](#) (DfE 2018) provides additional guidance which makes it clear that protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies. In addition, Working Together to Safeguard Children also reinforces the need to take action to provide early help before statutory services are required.

‘Providing early help is more effective in promoting the welfare of children than reacting later. 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.’ DfE 2018

The school therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child’s needs according to the Local Safeguarding Children Partnership’s Responding to Need and Level of Needs framework sit below the requirement for a statutory assessment.

The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to ‘have due regard to the need to prevent people from being drawn into terrorism’. The DfE has provided statutory guidance for schools and child care providers: [‘The Prevent Duty’](#) (June 2015). The guidance summarises the requirements of schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Our school will ensure that staff are aware of the indicators of extremism and radicalisation and know how to respond in keeping with local and national guidance. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral via Children’s Services to the Channel programme. Equally children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The Government has developed an ‘educate against hate’ website providing information and resources for schools and

*Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.*

parents to support them to recognise and address extremism and radicalisation in young people. Given Derby is a priority area, schools can seek additional advice from the Local Authority's Prevent Coordinator or Local Authority's Prevent Education Officer.

'Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM or Breast Ironing appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:

www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

[Statutory guidance on FGM](#) sets out responsibilities with regards to safeguarding and supporting girls affected by FGM. The school will also consult the government guidance [Multi-agency statutory guidance on female genital mutilation](#) (revised 2016) and will have reference to guidance provided by the National FGM Centre [FGM Schools Guidance - National FGM Centre](#).

In addition, the school recognises the important role schools have in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.)

Early years providers have a duty under section 40 of the **Childcare Act 2006** to comply with the welfare requirements of the [Statutory Framework for the Early Years Foundation Stage](#) which applies to the EYFS and After School Care.

The [Teachers' Standards](#) (DfE 2013) also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others'

In addition, the **Sexual Offences Act 2003** makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition, it would be a breach of trust to have a relationship with any school student over the age of 18.

The school and this policy also takes account of additional DfE guidance including:

- [CSE Definition and guidance for practitioners](#) DfE 2017
- [Criminal Exploitation of children and vulnerable adults: County Lines Guidance](#) DfE 2017
- [Disqualification under the Childcare Act](#) DfE 2006
- [Information sharing: Advice for practitioners providing safeguarding services](#) HMG 2018
- [Sexual violence and sexual harassment between children in schools and colleges](#) DfE 2021
- [The Prevent Duty - Departmental advice for schools and childcare providers](#) DfE 2015
- [How social media is used to encourage travel to Syria and Iraq](#) DfE 2015 (Briefing note for schools)
- Ofsted guidance: [Inspecting safeguarding in early years, education and skills](#)
- [What to do if you are worried a child is being abused: Advice for practitioners](#) DfE 2015
- Other DfE statutory guidance including: attendance and children who go missing from home or care which is found here <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>
- County lines and criminal exploitation toolkit - [County Lines Toolkit For Professionals | The Children's Society](#) (childrenssociety.org.uk)

- Mental health and behaviour in schools guidance - [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/mental-health-and-behaviour-in-schools)
- Every Mind Matters - [Mental wellbeing | Overview | PHE School Zone](https://www.gov.uk/every-mind-matters)
- Forced Marriage - [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/the-right-to-choose)

Additional DfE/Gov guidance can be found here:

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

We comply with this guidance and the procedures set out by our local safeguarding Children Partnership, Derby and Derbyshire Safeguarding Children Partnership (DDSCP). This policy and its associated procedures address the Independent Schools' Standards Requirements (ISSRs) Part 3 – Welfare, health and safety of pupils, and are in accordance with locally agreed inter-agency procedures.

6. Definitions of Abuse

Neglect, physical abuse, sexual abuse or emotional abuse can be inflicted or knowingly not prevented, usually by adults towards children. In the majority of cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the family. Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when the possibility arises that a member of the school is suspected of abuse or inappropriate activity. The school recognise the vulnerability of pupils with SEND where abuse is suspected and seeks to support them accordingly. We recognise that abuse can take place wholly online or that technology may be used to facilitate offline abuse. Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Definition of abuse

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Categories of Abuse

All staff and volunteers should be aware that the main categories of abuse are:

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse
- Child Sexual Exploitation
- Honour Based Abuse or Violence, Forced Marriage and Female Genital Mutilation
- Radicalisation
- Peer on Peer Abuse

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, clothing and shelter (including exclusion from home or abandonment)

- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

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

Signs of neglect may include but are not limited to:

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Physical abuse

This can include physical harm caused by hitting, shaking, burning, biting, suffocating or drowning, poisoning or giving a child alcohol or drugs without care and consideration for the child's health. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. It can also include not acting to prevent injuries, by intentionally putting the child at risk or by not paying reasonable attention.

Signs of physical abuse may be, but not limited to:

- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Injuries not consistent with the explanation given for them
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness to the child's care and safety.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs of sexual abuse may be, but are not limited to:

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

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 or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (bullying can be verbal, electronic, written and/or physical. See anti-bullying policy), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Signs of emotional abuse may be, but not limited to:

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex B. It does not always involve physical contact and can happen online.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate

ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

Some of the following can be indicators of both child criminal and sexual exploitation:

- going missing for periods of time or regularly returning home late
- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- having mood swings and changes in temperament
- using drugs and/or alcohol
- they may also show signs of unexplained physical harm, such as bruising and cigarette burns

Some additional specific indicators that may be present in CSE are children who:

- experiencing health problems that may indicate a sexually transmitted infection
- display inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into threatening/committing serious violence to others. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Honour based abuse or violence/Forced Marriage and Female Genital Mutilation

Whenever a teacher or member of staff suspects this to have been carried out it is mandatory for them to report such to the police and DSL immediately who will involve children's social care.

Signs of HBV and FGM may include but are not limited to:

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.
- Pupil expressing intimate personal pain or discomfort

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. The term 'Trigger Trio' has replaced the previous phrase 'Toxic Trio' which was 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. The above are viewed as indicators of increased risk of harm to children and young people. In an analysis 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. These factors will have a contextual impact on the safeguarding of children and young people. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the designated safeguarding lead or a deputy.

Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>.

Peer on Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse), and that it can happen both inside and outside of school and online. It is important that all staff recognise the signs of peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Further information regarding the signs and indicators of abuse are set out in the DfE guidance Keeping Children Safe in Education (DfE 2022) or Derby and Derby and Derbyshire Safeguarding Children Partnerships Procedures Manual. This includes amongst others, the definitions and indicators of Child Sexual Exploitation, Child Criminal Exploitation (including County Lines), Serious Violence, Female Genital Mutilation, Forced Marriage, Honour Based Abuse, Peer on Peer abuse, Sexual Violence and Sexual Harassment (including sexting), Vulnerabilities to Extremism and Children Missing Education.

It is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

Preventing pupils from being targeted to participate in radicalism or terrorism

The school will, in response to section 26 of the Counter-Terrorism and Security Act 2015, have due regard to the need to prevent pupils and staff from being drawn into terrorism. This is known, in brief, as the Prevent Duty. The school takes the following actions:

The Safeguarding team assess the influences and risks to which pupils may be exposed within the school, the locality, the social media, the internet and their homes. The results of the risk assessment will be acted upon.

If any risks or influences are discovered, the above team formulate strategies to eliminate them and inform all staff of such strategies and dangers immediately. Staff receive training in how to identify signs of radicalism in pupils through observing changes in behaviour etc. Staff are advised on actions to take should they identify such (reporting to DSL immediately).

The DSL and senior leaders ensure the school SMSC policy and programme incorporates specific sections that assist the pupils to understand the dangers of extremist arguments. The DSL and senior leaders ensure the school IT and e-safety policies have safety procedures in place to block any possible route for pupils to be targeted online or through the internet where they may be susceptible to terrorist or extremist material. The school also ensures that suitable filters are in place to safeguard pupils against potentially harmful and inappropriate material online.

The DSL ensures parents are aware of online safety, and support them keeping their children safe online and from radicalisation. If the DSL suspects a pupil is being radicalised they may discuss the matter with parents if deemed safe to do so. If the DSL considers the child to be at risk of significant harm, he/she may act without informing the parents.

Signs of Radicalisation may include but are not limited to: (see Preventing Extremism and Radicalisation Policy)

- Being increasingly secretive with online activities

- Expressing feelings of an 'us and them' mentality
- Becoming argumentative and domineering in their viewpoints
- Ignoring views that contradict their own
- Losing interest in activities and friends they used to enjoy spending time with
- Downloading extremist content and seeking those that have extremist views
- Making travelling plans

7. Pupils with special educational needs and disabilities

We recognise that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENCO. Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

8. Communicating with parents and visitors

The school is committed to the principles of Working Together to Safeguard Children which states that a '*child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.*'

The following statement is provided to parents/carers so they are aware of the school's responsibilities:

'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.'

The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate child protection concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carers of its need to make a referral. However, sometimes the school can in certain circumstances share information without the consent of the family and may be advised by children's services or police that the parent/carer

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. We would expect you to also report to the Headteacher or Deputy Designated Safeguarding Lead any behaviours of any adults working in the school that may concern you. By signing into our school you are agreeing to follow the school's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers.

cannot be informed whilst they investigate the matter or make enquires. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family.'

The following notice is made available to all visitors in reception. In addition, all visitors are provided with additional safeguarding guidance through our safeguarding leaflet.

The names and photographs of the Designated Safeguarding Lead and those who deputise for them are displayed in the school entrance hall and reception and the staffroom.

9. Roles and responsibilities

The Head Teacher is: Ms Kara Lebihan

The Chair of Governors is: Mr Daniel Lewis

The Designated Safeguarding Lead for Child Protection is: Ms Kara Lebihan

The Deputy Designated Safeguarding Lead is: Mrs Alex Ingleston-Orme

The nominated Link Safeguarding Governor is: Mrs Vickie Barnatt

The nominated governor for dealing with allegations against the Head Teacher is: Mr Martin Pallot

All staff (and volunteers) should:

- Contribute to ensuring students learn in a safe environment.
- Maintain the belief that '*it could happen here*'.
- Read and understand as a minimum Part 1 and Annex B of the DfE (2022) guidance Keeping Children Safe in Education and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in part 1 of the DfE (2022) guidance KCSIE e.g. fabricated or induced illnesses, faith abuse. Staff should be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting can put children in danger. Staff should be alert to the signs of peer on peer abuse and take appropriate action.
- Recognise that any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs
 - has special educational needs (whether or not they have a statutory education health care plan)
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - is frequently missing/goes missing from care or from home
 - is misusing drugs or alcohol themselves
 - is at risk of modern slavery, trafficking or exploitation
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
 - has returned home to their family from care
 - is showing early signs of abuse and/or neglect
 - is at risk of being radicalised or exploited
 - is a privately fostered child
- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or, in their absence, the Deputy Head.
- Ensure that they record their concerns using the school's agreed reporting procedure (appendix 1) in a contemporaneous fashion. The child's voice will be made clearly evident.
- Ensure that concerns relating to children remain confidential and are only shared with the appropriate safeguarding staff.

- Understand that any member of staff can make a referral to children's services should that be required, informing the Designated Safeguarding Lead of any action taken.
- Report any concerns without delay about the behaviour of an adult towards a child to the Head Teacher, Chair of Governors or, if required, the Local Authority Designated Officer for Allegations against Staff.
- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services if required to do.
- Teachers and those providing teaching **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- Follow the school's policies including this child protection policy and the school's code of conduct for adults and the [Guidance for Safer Working Practices for Adults Working with Children](#) (2019).
- Be aware safeguarding issues can manifest themselves via peer on peer abuse.
- Understand that it may be appropriate to discuss with the Head Teacher matters outside of work, which may have implications for the safeguarding of children in the workplace. This includes information about themselves. Staff will ensure that they are aware of the circumstances where this would be applicable.
- Be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives (in or out of school or online), may impact on their work with children.
- Be aware that if their role is within the scope of the Childcare Act 2006 and they commit a relevant offence that would appear on their DBS certificate or they become disqualified under the Childcare Act 2006, then they must inform their Head Teacher.

All staff should ensure that they disclose information about themselves relating to the above to the Head Teacher as soon as possible. School will create an environment and culture where staff are supported and empowered to be able to do this.

- Be aware that they should inform their Head Teacher of any cautions, convictions or relevant orders accrued during their employment, and/or if they are charged with a criminal offence.
- Understand that some children, including those with Special Educational Needs or are Looked After, may be more vulnerable to abuse.

'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This can include:

- *assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;*
- *children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and*
- *communication barriers and difficulties in overcoming these barriers.'* (DfE 2016)

The DfE has provided additional practice guidance '[Safeguarding Disabled Children](#)' DfE 2009.

- Have access to the school's managing allegations against adults procedures and whistle blowing policy. (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 – line is available from 8:00 AM to 8:00 PM, Monday to Friday or Email: help@nspcc.org.uk.)
- Have access to [What to do if you are worried a child is being abused 2015: Advice for practitioners](#) (DfE 2015).
- Understand that any indication of failure to follow any of the procedures set out within this policy will lead to a formal investigation by the school.

The Governing Body should ensure that:

- They are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The school meets the statutory responsibilities set out in Keeping Children Safe in Education (DfE 2022) and Working Together to Safeguard Children (DfE 2018).

- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the Derby and Derbyshire Safeguarding Children Partnership (DDSCP) 'Responding to Needs Framework.'
- The child protection policy is reviewed at least annually by the full governing body and available to parents, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2019).
- The school's practice is reviewed in line with Local Authority guidance, Derby and Derbyshire Safeguarding Children Partnership (DDSCP) priorities and procedures and any actions identified.
- There is a named Designated Safeguarding Lead who is a member of the school leadership team. Governors will ensure that this person has the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children. There are colleagues trained to provide cover for the role.
- The school has procedures in keeping with the DDSCP for dealing with any allegations made against any adult working within the school.
- There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the Head Teacher.
- There is an additional nominated safeguarding governor to liaise with the Designated Safeguarding Lead and champion safeguarding on behalf of the safeguarding body. Our safeguarding governor is Mrs Vickie Barnatt.
- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and safeguarding governor together with the Operations Manager review the school's single central record.
- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
- Ensure the school audits the health and safety of the school environment and any actions arising from the audit are addressed.
- The school will ensure there are appropriate filters and monitoring systems in place in respect of internet use and encourage safe and responsible use of new technologies.
- It scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training which is regularly updated. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads undertake training in keeping with statutory training.
- The governors are given guidance to support them to ensure the school meets its statutory safeguarding requirements.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students.
- All safeguarding practices are quality assured by the leadership team, including the auditing of safeguarding records and the supervision of the Designated Safeguarding Lead and other members of the safeguarding team.

Governing bodies are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither the Governing Body nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

The Head Teacher/Operations Manager will ensure that:

- The Single Central Record is up to date and the safer recruitment practices set out in Keeping Children Safe in Education (DfE 2022) are followed in line with the school's Safer Recruitment Policy and Procedures. At least one member of every recruitment panel has attended safer recruitment training. The Head and Operations Manager along with governors are trained in safer recruitment.

- They are aware their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school is effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and/or the Teaching Regulation Agency as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education (DfE 2022) and that sufficient time, training and support are allocated to this role, including the appointment of a colleague able to deputise for the Designated Safeguarding Lead who has undertaken the same training.
- The curriculum provides opportunities to help students stay safe especially when on-line. Children should be aware of the support available to them.
- They quality assure the school's child protection practices including the auditing of safeguarding records and ensure that actions and decisions are reviewed appropriately and that staff's emotional needs are met. The school meets its responsibilities under the Prevent Duty including ensuring there are reasonable checks are made on visiting speakers. External contributors/speakers are visitors as defined by Keeping Children Safe in Education statutory guidance for schools/colleges. Any visitor to the school/setting who has unsupervised access to children and or who works in the school/setting on a regular basis has to be subject to DBS (Disclosure and Barring Service) checks, and any other checks deemed suitable by the regulations when in unsupervised contact with children.
- Monitoring and filtering is in place across the school's IT systems. All staff have had opportunity for Prevent training either through face to face training or access to online resources:
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

The Designated Safeguarding Lead

Keeping Children Safe in Education 2022 sets out the broad areas of responsibility for the Designated Safeguarding Lead. These are detailed below.

At SWS, the DSL is the Headteacher.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.
- be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance – PACE Code C 2019.
- be familiar with the local threshold document

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the Safeguarding Governor to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

- as required, liaise with the “case manager” (as per Part four of KCSIE) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Undertake training

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

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school’s or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school’s child protection policies are known, understood and used appropriately;
- ensure the school’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection file

Where children leave the school, the DSL should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. The DSL and SENCOs are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

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

It is a matter for individual schools and nurseries and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. According to local guidance it is expected that the Head Teacher will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or Teaching Regulation Agency.

In addition to the role outlined in KCSIE the Designated Safeguarding Lead is also expected to ensure that:

- The social worker is notified if a child subject to a child protection plan is absent without explanation.
- The social worker is informed when a child subject to a child protection plan or a child in need plan moves to a new setting.
- A training log is kept of all child protection training include the names of those attending. All staff must have regular training and updates.
- Child protection records are kept securely and separately from the child’s normal file. Records will be transferred and/or retained in keeping with the Local Authority’s and NSPCC guidance.
- The school attends and contributes to child protection case conferences and child in need meetings, ensuring actions are completed in a timely manner. The school will complete the DDSCP agency report ahead of each child protection conference.
- The school escalates its concerns with other agencies when a child’s needs are not being met following the Local Safeguarding Children Partnership Escalation and Resolution Policy.
- All members of the safeguarding team have received appropriate training; that all referrals made are quality assured to monitor all decisions and action taken and the well-being of each team member.
- All staff read and understand part 1 and annex B of the DfE (2022) guidance Keeping Children Safe in Education and make available to them other key documents and guidance.

10. Safeguarding Framework

In addition to this child protection policy the school has procedures or policies in relation to other areas for safeguarding children including as examples:

- Administering Medicines
- Anti-Bulling Including Cyber Bullying
- Behaviour Policy
- Code of Conduct for Staff, Governors And Volunteers (Guidance On Safer Working Practices)
- Complaints Policy
- Clubs, Trips, Educational Visits and Extended School Activities
- Data Protection Including GDPR
- Disability Objectives and Accessibility Plan
- Equal Opportunities
- Emergency Major Incident Planning
- Evacuation and Lock-Down Procedures
- EYFS Policy
- First Aid

- Health and Safety Policy
- Intimate Care
- On-Line Safety
- Positive Contact Policy
- Preventing Radicalism Policy
- Risk Assessments
- Recruitment and Selection Policy
- Managing Allegations Against Staff and Volunteers
- Relationships and Sex Education
- Safeguarding Advice for Visitors
- Supervision and Missing Pupils Policy
- Use of Mobile Phones and Cameras Policy
- Special Educational Needs and Disabilities
- Whistle-Blowing

11. Training and Induction

All staff, governors and volunteers working in the school must be given a copy of the Safeguarding policy including KCSIE, immediately upon starting work at the school as part of their induction and then sign to say these have been read, understood and will be adhered to. All staff, governors and volunteers working in the school must complete safeguarding training appropriate to their role as part of their induction and at a minimum of annually thereafter. This will include the safeguarding policy, role of the DSL, code of conduct, behaviour policy, whistleblowing and acceptable use of technologies policies. Updates to safeguarding may be delivered through the weekly staff meetings and minuted.

The Governing Body should undergo Safeguarding training specific to their role and responsibilities. The Link Governor for Safeguarding should attend appropriate training to enable them to fulfil the expectations of the role.

All staff have had opportunity for Prevent training either through face to face training or access to online resources:

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

The school will keep a safeguarding training log evidencing the training attended by the different groups of staff/governors.

Training for the designated safeguarding lead DSL and DDSL

The DSL and DDSL will receive appropriate training, in line with that of the Derbyshire Local Safeguarding Children's Board. The training will be refreshed at least every two years in order to meet current statutory requirements and to ensure the DSL and DDSL:

- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Leads will be supplemented with **informal updates** (e.g. by email, ebulletins, etc.)
- Receive higher level training in the DDSCP's 'Prevent' strategy to be able to assess the risk of children being radicalised and drawn into support for the extremist ideas that are part of terrorist ideology and to identify pupils at risk of radicalisation
- Are conversant with local inter-agency working protocols and training in the DDSCP's approach to Prevent duties
- Shares with local partners of the potential risks of radicalism and terrorism in the local area
- Are aware of, and support, any pupils at risk of radicalisation
- Ensures all staff, governors and volunteers are informed of any updates the DfE makes to KCSIE
- Are skilled in communication with and contributing to inter-agency procedures
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand how to maintain detailed, accurate, secure written records of concerns and referrals
- Ensure that all who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that training is updated at least every three years

- Ensure that newly appointed staff receive child protection training as part of their induction prior to the commencement of their work with pupils
- Ensure that all staff and volunteers are aware of the Local Authority Safeguarding Children Partnership Child Protection Procedures
- Ensure that, should the school have a pupil placed in it who is looked after by a local authority, staff have the skills, knowledge and understanding to keep such a child safe
- Ensure that no areas of the curriculum contain any forms of political indoctrination.

Training and information for all staff:

- Will include identifying the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead
- The school's safeguarding policy
- All staff attend refresher training at least every three years to ensure they fully understand their responsibilities regarding safeguarding children
- All staff training will be in line with advice from the DCSB and will include online safety
- All staff, irrespective of their date of appointment, will be provided with, read and be familiar with at least Part 1 of KCSIE (September 2022) and Annex B for those directly involved with children. The school will ensure any staff who have difficulties with English will receive assistance to ensure they fully understand the text
- The safeguarding Policy, Staff Code of Conduct and Whistle Blowing Policies all form part of induction training for new staff
- All staff will be updated of changes in safeguarding requirements and best practice as and when they arise by the DSL, either via email, e-bulletins, or staff meetings
- All staff will be given details of where full local procedures are available (in DSL office and on DDSCP website)
- All staff will receive 'Prevent' awareness training, in line with DDSCP advice, to give them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know to whom they refer children and young people for further help
- All staff will be informed of any updates in KCSIE as soon as they occur
- All staff will understand how to identify risks to pupils regarding female genital mutilation and terrorism and know what actions to take immediately they suspect any instance of such.

New members of staff, governors and volunteers are given copies of the school's policy on safeguarding children and related policies (physical contact policy EYFS, PSHEC, sex education and relationships and pastoral care policies, behaviour, anti-bullying and equal opportunities policies and procedures, recruitment selection and disclosure policy & procedures, health & safety policies and E-safety policy). Thorough discussion of the procedures set out in these policies forms a vital part of our induction procedures. All staff, including governors, new appointees, and peripatetic teachers sign to indicate they have received and read the document 'Keeping Children Safe in Education' 2022 Part 1 and Annex B. There is a condensed Part 1 of KCSIE at Annex A that is appropriate for those staff not working directly with children.

The new staff induction programme will include school's response to children who go missing from education which is outlined below

- Schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences.
- When a child is deemed to be missing from education, school will make reasonable enquiries to establish the whereabouts of the child jointly with the Local Authority, before deleting the pupil's name from the register.

12. Procedures for reporting child protection or child welfare concerns

All members of the school community have a statutory duty to safeguard and promote the welfare of children and young people. Staff and governors should not investigate possible abuse or neglect themselves. Staff must be alert at all times to possible signs of abuse. If any member of staff is concerned about a child he or she must:

1. Inform the school's DSL (Ms Kara Lebihan) or in their absence the Deputy DSL (Alex Ingleston-Orme) without delay.

2. The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. A copy of the Pro-forma is attached as Appendix 1 of this Policy.
3. The DSL will consult with the safeguarding team and decide what action will be taken, including whether a formal referral should be made. Consideration will need to be given to immediately protecting the child and contacting the police and/or ringing for an ambulance if the child is injured.
4. The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will take immediate action without delay and will make a referral to children's services by telephone if a child is believed to be suffering or likely to suffer significant harm. This referral will always be followed up in writing.
5. The Responding to Need Guidance and Levels of Need Framework will be used to support the decision making process. A written record of action will be kept. Consultation in this way is done as a first action, as soon as practicable and certainly within 24 hours of the disclosure or suspicion of abuse.
6. If it is decided to make a formal referral this will be done under advice from the DDSCP and normally with prior discussion with the parents, unless to do so would place the child at further risk of harm. It is noted that parental consent is not required for referrals to statutory agencies.
7. Staff are aware that **anyone** can make a referral if necessary.
8. Children who are in need of additional support from one or more agencies will be supported through a team around the child meeting. A lead professional will then be identified who will be responsible for co-ordinating and leading on the Early Help Assessment Tool (EHAT).
9. The school acts to ensure children receive the right help at the right time to prevent issues escalating.
10. The school acts upon all signs of abuse or neglect.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan (formerly referred to as the Child Protection Register) and a written record will be kept. All absences will be checked speedily and any concerns over repeated absence or other unusual absences will be followed up and reported to children's local authority personnel:

- Children's Services contact details are: **Call Derbyshire 01629 533190**
- The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will follow the DDSCP and Local Authority multi-agency procedures and consider the child's needs alongside the DDSCP's Levels of Needs/Responding to Needs Framework (threshold document) and consider whether an early help assessment or referral to children's services is needed. <https://www.derbyshire.gov.uk/social-health/children-and-families/support-for-families/starting-point-referral-form/starting-point-request-for-support-form.aspx>
- The Designated Safeguarding Lead or Deputy is able to refer to an online tool which helps professionals assess a child's level of need and decide which method of referral they should complete (EHAT or MARF). The online 'Levels of Need Slider' tool can be accessed here: https://www.proceduresonline.com/derbyshire/scbs/user_controlled_lcms_area/uploaded_files/DDSCP-Thresholds.pdf
- Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.
- The school will always seek to follow the Local Safeguarding Children Partnership procedures which can be found on their website.
- If school does not receive feedback within one working day regarding the outcome of a referral made to Children's Services, the Designated Safeguarding Lead will contact Children's Services immediately to determine the outcome of the referral.

'School Improvement Derbyshire Schools' Safeguarding Handbook' and Part 1 of Keeping Children Safe in Education (DfE 2022) provides key flowcharts and guidance to support staff and volunteers' understanding and decision making. This will support staff to make a referral themselves should that become necessary. The Designated Safeguarding Lead should be informed, as soon as possible, following the need for another member of staff to make a referral.

'School Improvement Derbyshire Schools' Safeguarding Handbook' will provide additional guidance about indicators of abuse and harm and how to respond to a disclosure. Guidance is also available on the NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/>

If a teacher in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. Keeping Children Safe in Education provides additional guidance.

Concerns that a child is being radicalised should follow the normal safeguarding referral mechanism with an additional Channel or Prevent referral being made to the Local Authority's Prevent and Channel team.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Records are reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed.

13. Barriers to making a disclosure

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened - this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Staff should be aware that:

- Children may not feel ready or know how to tell someone that they are being abused
- Building trusted relationships with children and young people will facilitate communication and should consider how they can achieve this
- They have an obligation due to their professional curiosity to speak to the DSL if they have a concern about a child

14. Process to follow if a child makes a disclosure

DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the DSL or DDSL. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

The school's initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

If a child makes a disclosure of abuse, staff should:

- Listen and keep calm. Do not interrupt
- Not promise the child that they will keep the matter confidential. Explain to the child who they will need to tell and why
- Observe visible bruises and marks, but should not ask a child to remove or adjust their clothing to view them
- Keep questions to a minimum as their role is not to investigate. If staff need to ask questions in order to ascertain whether this is a safeguarding concern, they should ensure they are open questions
- Use the "TED" model for asking open ended questions: "Tell me about that", "Explain that to me", "Describe that"
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell

- Make a record of what has been said immediately afterwards to the best of their memory. Use speech marks for the child's words to help distinguish between the words used by the child and the member of staff
- Record statements and observations rather than interpretations or assumptions
- Explain to the child what has to be done next and who has to be told
- Note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Note anything about the child which is connected i.e. any visible injuries including the position and description, the demeanour of the child i.e. crying, withdrawn etc.
- All records should be passed to the DSL immediately - no copies should be retained by the member of staff or volunteer. This includes the original notes as these constitute prima facie evidence and may be needed by a court. Records should be kept by the DSL in a secure, designated file separate from the child's academic records.

Staff should not:

- Ask leading questions, put words into the child's mouth or press for details
- Rush the child
- Examine the child
- Investigate
- Promise confidentiality

Staff cannot promise children confidentiality but must always act in the best interests of the child and share disclosures made by the child or others with the Designated Safeguarding Lead. All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

- Delay sharing the information with the Designated Safeguarding Lead
- Make contact with the parents
- Discuss the disclosure with anyone other than DSL or DDSL

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional team of DSL and child protection agencies, following a referral from the DSL.

It is also important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

Support for staff

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Lead.

15. Confidentiality, information sharing, record transfer and record keeping and retention

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

The school recognises that all matters relating to child protection are confidential. The Designated Safeguarding Lead and/or Deputy will disclose any information about a child to other members of staff on a 'need to know basis' only. Guidance about sharing information can be found in the 2018 document "[*Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018*](#)". The school understands the need to keep child protection and safeguarding records securely. All records are secured stored in the Head Teacher's office in a locked cupboard.

The school will aim to seek consent of parents before sharing information with other agencies, however legislation states that schools and other agencies can share information without the consent of a parent/carer in particular circumstances.

The school pays due regard to the relevant data protection principles which allow us to share personal information, as provided for in the [Data Protection Act 2018](#) and the [General Data Protection Regulation](#) (GDPR). The school is aware of the processing conditions under the Data Protection Act 2018 and the GDPR which allow school to store and share information for safeguarding purposes, including information which is sensitive and personal, and this is treated as 'special category personal data'. Where school would need to share special category personal data, we are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows us to share information. This includes allowing school to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that we can gain consent, or if to gain consent would place a child at risk.

The school will transfer records securely to the next setting and discuss the child's needs before the child starts at the next setting. The Designated Safeguarding Lead will speak to their counterpart in the school to which the child is transferring in order to ensure that they are aware that the file is to be transferred. Upon confirmation of the child starting on roll the file should be transferred as soon as possible (within 15 schools days), but separately to the main school file. The file should be signed upon receipt, and delivered by hand wherever possible.

The school will retain records in keeping with Local Authority guidance and NSPCC guidelines: <https://www.nspcc.org.uk/globalassets/documents/information-service/child-protection-records-retention-and-storage.pdf>. This in turn references the Information and Records Management Society (IRMS) [Information management toolkit for schools 2020](#).

16. Additional child protection guidance available to all adults working with young people will include:

- The school's child protection policy which includes the role of the Designated Safeguarding Lead
- Part 1 and Annex B of Keeping Children Safe in Education (DfE 2022)
- The School's Code of Conduct for staff and volunteers
- The school's behaviour policy for children
- Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2019)
- A flowchart summarising the child protection procedures
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse
- Specific guidance related to including Female Genital Mutilation, Forced Marriage, Child Exploitation (including sexual and criminal), Extremism and Radicalisation, Neglect and E-safety
- Dealing with allegations against staff and volunteers procedures
- Whistleblowing procedures
- 'What to do if you are worried a child is being abused: Advice for practitioners' (DfE 2015)

17. Managing allegations against staff and volunteers working at the school

The school will have regard to the guidance given in Part 1 of KCSIE (2022).

The school will ensure there are procedures in place to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold, about staff members (including supply staff, volunteers, and contractors).

All school staff will be aware of and work within the school's Code of Conduct and other relevant policies and procedures. The Staff Code of Conduct includes guidance for staff regarding the school expectations of the use of mobile phones, electronic equipment and social media.

There are occasions when a person who works with children behaves in a way that is concerning and raises questions about their ability to recognise and take steps to safeguard children in their care that wouldn't meet the threshold of

LADO. As an employer, the school has a duty to consider whether the issue indicates that they are unsuitable to continue in their role for the immediate future or indefinitely. These are known as issues of suitability and would be dealt with via the school's disciplinary procedures. Issues of suitability can include:

- Where an employee is being investigated for an offence against an adult, or
- Their behaviour in their personal lives brings into question their suitability to work with children.

However if an adult who works with children has involvement from Children's Services in respect of their own child, or a child that they live with or have contact with, it is the responsibility of Children's Services to assess the immediate concern and inform the LADO of whether the adult poses a risk to children. Examples of this may include:

- Allegations of assault, physical or emotional, on their own child or on a child they live with or have contact with
- Domestic abuse
- Substance misuse
- Lives with or is in a relationship with a person who is identified as a risk to children.

The situation would meet the threshold of LADO should the child in question be made subject to a Child Protection plan. This is because Children's Services has determined that the adult presents a risk to the associated child either directly or due to a failure to protect.

If any allegation of abuse is made against a member of staff (including supply staff and volunteers), the DDSCP procedures will be followed and the Head will be informed without delay. Where it is felt that there might be a conflict of interest if a concern is reported to the headteacher, the matter should be reported direct to the LADO.

Reports about supply staff and contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified.

The Local Authority Designated Officer (LADO) is Miles Dent - Tel: 01629 531940

Allegations will be investigated speedily. All discussions held will be recorded in writing. The school must decide the action to take and, whether this be suspension or otherwise, decisions will be informed from discussions with the LADO.

The school will take all care to ensure confidentiality during the process and will avoid publicity. Confidentiality will be maintained until the person involved is charged or the DfE/TRA (Teaching Regulation Agency) publish details about the investigations as part of disciplinary procedures.

Local Safeguarding Children Partnership multi-agency procedures will be followed in all cases where it is alleged that a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Then the person to whom the allegation is first reported must inform the Headteacher immediately:

- If the Head is absent, the allegation should be passed to the Chair of Governors
- If the allegation is concerning the Headteacher, the Chair of Governors should be informed directly
- The Chair of Governors is Daniel Lewis. He may be contacted via the school office
- The Head/Chair of Governors will contact the LADO immediately
- In the most serious of circumstances the Head/Chair of Governors will contact the police
- Discussions with the LADO will be recorded in writing
- The Head will not investigate the allegation itself, or take written or detailed statements, before consulting the LADO, to assess the situation and agree the next steps
- The recipient of the allegation must take the matter seriously and keep an open mind
- They must not investigate nor ask leading questions if seeking clarification
- Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only

- The individual making the allegation should make a written record including time, date and place where the alleged incident took place, what was said and anyone else present – the Staff Allegations Form should be used (Appendix 9)
- The written record should be signed and dated and, in the case of an allegation against a member of staff, passed immediately to the Head
- If the Head is absent, the written report should be passed to the Chair of Governors.
- The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

In all allegations a decision will be made as to whether the allegation is:

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has 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

In all cases the school will share all relevant information about the person who is the subject of the allegation, and the alleged victim, with all agencies involved.

If it is decided that the allegation is unsubstantiated and does not meet the threshold for further referral, the Head and the LADO will consider the appropriate course of action e.g. a joint evaluation meeting or an internal investigation. The Head will as soon as possible, following briefing from the LADO, inform the subject of the allegation. The Chair of Governors will be kept informed at each stage.

In the case of the allegation being against the Head, the Chair of Governors, together with the LADO, will inform the Head of the allegation and of the actions to be taken, the time scales involved and the persons involved.

If it is decided that the allegation is substantiated and meets the threshold for further action, the Head must follow the guidance given by the LADO. Staff against whom an allegation is made are not automatically suspended, except in the case of an immediate referral to the child protection agencies or police. However, the Head may, after discussion with the Chair of Governors, find it necessary to suspend the member of staff at any stage during an investigation until the matter has been investigated. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual. The School will follow, as appropriate, the Disciplinary & Dismissal Policy and Procedures.

Allegations found to be unsubstantiated, malicious or false will be removed from personnel records. Unsubstantiated, malicious and false allegations will not be referred to in employer references. Pupils found to have made malicious or false allegations may have breached the school behaviour policy. The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or, indeed, referral to the police if there are grounds for believing a criminal offence has been committed.

If an allegation is found to be malicious or false, every effort will be made to restore the good name of the member of staff. Recognising that a false allegation may be a strong indicator of a pupil's problems elsewhere, further exploration and support may be required. If an allegation is determined to be unsubstantiated, false or malicious, the safeguarding lead may, in liaison with the LADO, refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In extreme cases the Head, again in consultation with the Chair of Governors, may be required to take action in line with the School's Pupil Exclusion Policy.

The member of staff who is the subject of the allegation will be informed orally and in writing that no further action is necessary and will be offered support which may take the form of counselling and/or professional advice. The child's parents will be informed in writing of the false allegation and the outcome. Appropriate counselling and support will be considered for the child who has made the false allegation.

Low-Level Concerns

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school's low-level concerns policy.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared with the Headteacher, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

Procedure for responding to low level concerns

When a low-level concern has been raised by a third party, the head should collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual involved and to any witnesses.

Reports of low-level concerns should be recorded in writing, with details of the concern, the context in which it arose, and action taken.

The name of the person reporting should be noted, respecting wishes to remain anonymous as far as reasonably possible.

Records of low-level concerns should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to.

Where a pattern of behaviour is identified, the school should decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met.

The school must consider if any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence.

The rationale for all decisions and actions taken must be recorded.

The Headteacher (whom is also the DSL) should be the ultimate decision maker in respect of all low-level concerns.

Reporting

If the allegation is substantiated and a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, then the Disclosure and Barring Service (DBS) will be informed. The school has a requirement to report to the DBS, within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she has caused harm or posed a risk of harm to a child and are therefore considered unsuitable to work with children.

In addition, the school **must** consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK.

If there is an allegation of serious harm or abuse by any person living, working or looking after children at the premises or elsewhere, or any other abuse on the premises, a report is made to Ofsted within 14 days [EYFS Statutory Framework, sec 3.8].

Ceasing to use a person's services includes: dismissal; 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 staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and the school may be removed from the register of independent schools. The relevant legislation is contained in The Education (Provision of Information by Independent Schools) (England) Regulations 2003. Compromise agreements cannot apply in this connection. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

For all allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. Clear guidance is given in the DfE document on dealing with allegations, KCSIE 2022.

Support for Staff

The school has a duty of care to its employees. The school hopes to create a caring environment where staff feel able to raise concerns and feel supported in doing so. If staff should experience a situation that is an emergency or extremely urgent they may make a direct referral to external agencies.

Being the subject of an allegation is traumatic for any member of staff, no matter how sensitively it is handled. Everyone who works with children is potentially at risk and must aim to minimise the risk. The school will act to minimise the stress inherent in allegations and disciplinary investigations and processes.

Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual may be advised to contact their trade union representative, if they have one, or a colleague for support. They may also be given access to welfare counselling or medical advice if considered appropriate.

18. Peer-on-Peer Abuse

Prevention and minimisation

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 that both girls and boys may be victims or 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. Incidents of peer on peer abuse, of any kind, will be recorded and dealt with. Even if there are no reported cases of peer on peer abuse, it is recognised that such abuse may still be taking place and is simply not being reported. Support will be offered to pupils who have been victimised. Work with pupils who are the perpetrators in order to address the problems they have. Advice about safeguarding and supporting the alleged perpetrators is set out in departmental advice: Sexual violence and sexual harassment between children at schools and colleges.

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

- How they are expected to behave in accordance with the School's Behaviour Policy and core values
- The NSPCC pants rule
- That they will be listened to if they have a worry or concern
- How and where to ask for help

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

- PSHE as part of the curriculum
- 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 and support 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. There should be a zero-tolerance approach to this type of abuse, and it should not be passed off as banter, having a laugh or growing up, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The DfE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.'

Victims should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment. Sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy.

Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.

Managing Peer-on-Peer abuse

All concerns must be reported and discussed with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior leader. This is most likely to include, but not limited to bullying (including cyber bullying), physical or sexual violence, sexual harassment, initiation/ hazing type violence and rituals, gender-based violence/sexual assault, sexting (youth produced sexual imagery) and upskirting. Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'.

Any professional who feels that a child has abused another child should notify the Designated Safeguarding Lead immediately, who in turn will notify Call Derbyshire, even if the incident of abuse took place off the school premises.

The concern should be recorded in the school child protection concerns record, along with any further details or outcomes. In the event that one pupil makes a disclosure about another pupil the general principles of listening and reporting to the DSL remain the same. **At all stages school and DDSCP guidance must be followed.**

Many factors could lead to one pupil abusing another. Each disclosure will be treated purely on the facts. Although no one prescribed solution can be regarded as a best fit, the procedures below must always be followed. Staff should be aware that banter can be a sign of abuse (as defined in KCSIE 2022) under peer abuse and must never be dismissed.

Disclosure of a pupil 'sexting' another pupil or 'upskirting' will be treated as an allegation of abuse and policy will be applied. The DSL will contact children's social care as a matter of urgency, and agree a course of action to protect the pupil from harm and support them, whilst investigations are carried out, as well as ensuring that the perpetrator is also treated as being 'at risk'. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' If this is so, then the school's safeguarding procedures should be followed.

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. Children who are LGBT+ or perceived to be, may also be targeted by their peers and harassed or assaulted.

Victims of peer on peer harm will be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHS' and 'Barnardo's'. A risk assessment may need to be in place. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours. Additional guidance is available on the NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/legislation-policy-practice/>

19. Children who are LGBT

We recognise that that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

20. Online learning

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. We also recommend that parents speak regularly to their children about their online use. There is an abundance of advice that is sent out from school. Our 'remote online learning' set up for pupils who are out of school, uses Microsoft Teams

as the primary method of delivery. School accounts are used by all staff and pupils and contact should never be made between staff and pupils through other platforms or using private accounts. A protocol for using Microsoft Teams can be found in Appendix 6.

On-line safety, data protection, the use of mobile phones and digital photographic equipment, information security and access management

In line with the school ICT and E-safety policy, staff may take photographs and make videos of pupils in the course of their daily work. Having made and used these records, in accordance with the professional discharge of their duties and responsibilities, they must delete them from any personal records, retaining them for the minimum time necessary. Should it be appropriate to make a permanent record, for example, of a dramatic performance, these should be retained centrally on the school's own shared drive. See Appendix 3, Use of Mobile Phones and Camera Policy.

Staff should also report any concerns about sexting (youth produced sexual imagery) to the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior leader who will follow the guidance in [Sexting in schools and colleges: Responding to incidents and safeguarding young people](#), UK Council for Child Internet Safety (UKCIS). This document provides clarity as to how staff should respond to these incidents. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal, whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

The school's on-line/E-safety/Acceptable Use Policy clearly outlines the way in which the school uses technology and the measures in place to ensure safe and responsible use by all. Pupils are not permitted to have mobile phones in school. There is a clear code of conduct for staff and volunteers which sets out the use of new technologies, mobile phones and personal photographic equipment around children. The school will consider, in particular, Looked After Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers a school to protect and educate pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Schools should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

The school **does not** use 4G/5G technologies. However, if this were to change in the future, steps would be taken to ensure safe use of any new technologies. The Governing Body would be involved in any decisions.

Staff should bring to the attention of the Designated/Deputy Safeguarding Lead or senior leadership team any behaviours by adults or children themselves that may be risky or harmful.

The appropriate level of information security protection is in place, in order to safeguard our systems, staff and learners and we review the effectiveness of these procedures periodically to keep up with evolving cyber-crime

technologies. Guidance on e-security is available from the National Education Network. In addition, broader guidance on cyber security including considerations for governors can be found at [NCSC.GOV.UK](https://www.ncsc.gov.uk).

21. Monitoring attendance

A child missing from an education setting is a potential indicator of abuse or neglect, including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. The school will follow the Derbyshire missing children protocol. Unauthorised attendance will be closely monitored. In line with the school's attendance policy, the attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns, such as children who have a child protection plan, a child in need, are Children Looked After and/or SEN, will be monitored on a daily and weekly basis.

The child's social worker will be informed immediately when there are unexplained absences or attendance concerns. It is important that the school is aware of any safeguarding concerns. It is critical that, when a child is not attending school, their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. The school will seek to ensure it has at least two emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable and the child has not attended school. The school will ensure it is aware, in advance, of any difficulties in accessing the premises of a child's family home.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

22. Children Missing Education (see Appendix 5)

Children Missing Education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. All staff should be aware that children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Children going missing can also be an indicator of mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Independent schools have a similar safeguarding duty for their pupils. When a child is deemed to be missing from education, school will make reasonable enquiries to establish the whereabouts of the child jointly with the Local Authority, before deleting the pupil's name from the register. Once these enquiries have been undertaken, our school will follow the local protocol for Children Missing Education and make a CME referral to the Local Authority Officer for CME. If a child leaves the school at any point in the year, the Headteacher must inform the local authority, informing them of the current and receiving schools.

The Children Act 1989, 2004 and Children (Private Arrangements for Fostering) Regulations 2005 set out that Private Fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

23. Private fostering

Our school has a mandatory duty to report to the local authority if they believe a child is subject to a private fostering arrangement (this does not include close family relatives e.g. grandparent, brother, sister, uncle or auntie). This means making a referral to children's services. A private fostering arrangement is made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative. Further guidance is available in Keeping Children Safe in Education (DfE 2022) and in [Children Act 1989 private fostering](#). When a child is privately fostered, a social worker must carry out an assessment to ensure the placement is appropriate and consider any support needed.

24. Safer Recruitment

The school is committed to the Safe Recruitment, including the selection and vetting, of all staff and volunteers and will ensure that all appointments follow its recruitment policy and the guidance set out in Keeping Children Safe in Education (DfE 2022).

A curriculum vitae should only be accepted alongside a full application form. CVs on their own will not contain all the information required to support safer recruitment.

As part of the shortlisting process the school should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, and might be explored with the applicant at interview.

The school takes all possible steps to ensure that unsuitable people are prevented from working with children through its recruitment practices, Disclosure and Barring Service [DBS] checks and induction procedures. This adheres to the 2009, 2012, 2013 and March 2015 legislation regarding referrals to the Disclosure and Barring Service [DBS] [formally the Independent Safeguarding Authority]. For staff returning to work after a period of absence of more than three months (e.g. after maternity leave), then a new DBS Enhanced Disclosure will be required before they can return to work.

Safe recruitment practice also includes the requirement to check that all those employed as teachers, head teachers or senior managers from April 2014 are not subject to any prohibition order issued by the Secretary of State. The school ensures that at least one member of the selection panel has received safer recruitment training (see Recruitment and Selection Policy).

The school will undertake all the required DfE pre-employment checks and will record these checks on the single central record and retain evidence in personnel files. All offers of appointment are conditional until satisfactory completion of the mandatory pre-employment checks.

All Schools and colleges must verify a candidate's identity; it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available. Further identification checking guidelines can be found on the GOV.UK website.

Separate barred list checks **must** only be carried out in the following circumstances:

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS); or,
- where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation.

Schools can use the TRA's Employer Access service to make prohibition, direction, restriction, and children's barred list checks.

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools. This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.

Following the UK's exit from the EU, schools and colleges should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

These checks could include, where available:

- criminal records checks for overseas applicants - Home Office guidance can be found on GOV.UK; and for teaching positions
- obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach. Applicants can find contact details of regulatory bodies in the EU/EEA and Switzerland on the Regulated Professions database. Applicants can also contact the UK Centre for Professional Qualifications who will signpost them to the appropriate EEA regulatory body.

The school will seek written confirmation that third-party organisations including contractor and alternative education providers have undertaken appropriate checks. The school's Safer Recruitment Policy and Procedures set out the processes in more detail.

The school is required to inform relevant staff who fall within the scope of [Disqualification under the Childcare Act 2006](#) and establish they are not disqualified. The criteria for disqualification under the 2006 Act and the 2019 Regulations includes inclusion on the Disclosure and Barring Service (DBS) Children's Barred List or committing a relevant offence.

Childcare

Staff responsible for before and after school care are subject to the rigours of the school safer recruitment procedures and complete the relevant forms. The school early years childcare can apply to supervised activity for a child from birth until the 1st September following their fifth birthday and applies to all early years provision during and outside of school hours. Later years childcare refers to pupils under the age of eight. Later years childcare does not apply to after school clubs and health care.

References

Any repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious will not be included in any reference.

25. Physical Contact and Restraint

The School does not use or threaten the use of corporal punishment. Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of reasonable restraint. There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used. If a member of staff takes action physically to restrain a pupil a written report is made, as soon as practical and sent to the Head Teacher (see Appendix 2 – Positive Contact Policy).

In the Early Years, we aim to provide strong care and nurture, recognising the needs and vulnerability of our youngest pupils. As a result, we set out to offer appropriate physical contact when this is judged necessary by our professional and experienced staff. This guidance has been written to help ensure that behaviour and actions do not place pupils or staff at risk of harm or of allegations of harm.

Safeguarding children and young people and promoting their well-being is more than just child protection. In order to safeguard children and young people and ensure their personal development, we will have safeguarding at the heart of our purpose. Special attention will be paid to situations where pupils may be engaged in close one to one teaching,

for example performing arts. Stringent recruitment checks will have been completed and an open door culture created to safeguard both staff and pupils

26. The Safeguarding Curriculum

Opportunities to teach safeguarding

School plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle at an age-appropriate stages issues such as: healthy and respectful relationships boundaries and consent stereotyping, prejudice and equality body confidence and self-esteem how to recognise an abusive relationship, including coercive and controlling behaviour the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and what constitutes sexual harassment and sexual violence and why these are always unacceptable.

The following policies deal with ensuring pupils of all ages learn how to keep themselves safe in the school, the local community, the world around them and online. Specific attention is paid to developing pupil's knowledge and ability to adjust their behaviours in order to reduce risks and build resilience, especially to radicalisation.

Safeguarding through the curriculum is mapped to ensure children are taught to keep themselves safe in a range of ways through a range of subjects. This message is layered through topics, assemblies, theme weeks, visitors and individual lessons.

Pupils are helped to identify and understand the risks from adults or young people, posing to be friends, who use the internet and social media to bully, groom, abuse or radicalise other people, especially young people and vulnerable adults. Internet safety is integral to the school's IT curriculum and is also embedded in PSHE. By actively promoting an understanding of democracy, British values and lifestyle and the respect of all cultures, the school encourages pupils to be responsible citizens. The main school policies promoting discussion on safety are:

- The Safeguarding Policy
- The E-safety Policy
- The Health and Safety Policy
- The PSHE/RSE Policy

The school will ensure it has a curriculum map which sets out how to help children keep themselves safe from harm. This will include messages which are taught through the Relationships and Sex Education and PSHE curriculum, alongside standalone pieces of work and messages delivered through other curriculum areas. Children will be provided with age appropriate skills, knowledge and understanding to help them recognise and respond to issues such as consent and healthy relationships. The DfE has produced a one-stop page for teachers on GOV.UK, which can be accessed here: <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>. This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.

Children will be supported to develop their understanding, at the appropriate age, of risks including: when using technology, the internet, and risks associated with grooming and radicalisation, gang and criminal exploitation and misusing drugs and alcohol. Children will also learn about the wider safeguarding curriculum which for children would include road safety, anti-bullying and how to seek support when needed. The school will ensure the curriculum promotes an understanding of the values needed to live within a democratic society including the rule of law, and individual liberty. It will promote tolerance and respect for all faiths (and those of no faith), races, genders, ages, disability and sexual orientations.

27. Proactive Safeguarding

Our school recognises that school plays a significant part in the prevention of harm to our children by providing them with opportunities to learn, good lines of communication with trusted adults, supportive peers and an ethos of protection.

Our school recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead and Deputy should consider the context within which such incidents or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: <https://contextualsafeguarding.org.uk/>

We will:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. This ethos will be modelled and replicated by staff and governors
- Promote a caring, safe and positive environment within the school
- Ensure that the school site is a safe, secure and welcoming place to learn and grow
- Encourage self-esteem and self-assertiveness through the curriculum as well as through personal relationships, whilst not condoning aggression or bullying
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, etc.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Include safeguarding messages across the full curriculum, including PSHE, to ensure that the children are equipped with the skills they need to recognise risky behaviours, stay safe from harm and to know to whom they should turn for help. In particular this will include e.g. staying safe online, anti-bullying, e-safety, road safety, cycle training, focused work in Year 6 to prepare for transition to secondary school and personal safety/independent travel, issues around consent, sexting, positive mental health, etc.
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- Provide a curriculum that assists pupils to make good choices about safe and healthy lifestyles and informs them who to approach if their health or safety is threatened
- Ensure positive, supportive, secure environment gives pupils a sense of being valued and helps them to fulfil their potential, regardless of their background or circumstances
- Assist pupils to gain the skills and knowledge to become effective citizens who are not influenced by indoctrination of any kind
- Ensure the early identification of pupils with additional needs, liaison and intervention with other agencies such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service, opening an EHAT (Early Help Assessment Tool) in order to support the needs of the child
- Provide guidance on the safe use of electronic equipment, including access to the internet
- Raising pupils' awareness, at levels appropriate to their ages, of the dangers of the internet and social media as a vehicle through which they can be contacted and subjected to radicalisation and grooming
- Encourage amongst all staff a culture of listening to children and taking account of their wishes and feelings

If any member of staff is unhappy with the response they have received in relation to a safeguarding concern they have raised, it is their responsibility to ensure they escalate their concern within the organisation. All members of staff are aware of their responsibility to escalate and refer concerns on to Children's Services when it is appropriate to do so.

- Aim to develop positive partnerships and nurturing a commitment to open and honest relationships with mothers, fathers and carers at all stages of a pupils' education.

28. Complaints and Whistleblowing

All staff should be aware of their duty to raise concerns, where they exist, which may include the attitude or actions of colleagues. The school's Whistleblowing Policy is there to support and aid them in these circumstances. The Local Authority also has whistle blowing procedures.

Complaints about safeguarding should follow the school's complaints policy. The school recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. A copy of the school whistleblowing policy is available in the staff room, on the secure shared drive and in the staff toilets.

Whistleblowing regarding the Headteacher should be made to the Chair of the Governing Body, Mr Daniel Lewis who can be contacted via the school office.

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 or email help@nspcc.org.uk.

29. Escalation

Where professional disagreement occurs and the Designated Safeguarding Lead and/or Deputy are unhappy with the actions or decisions of another agency, they will escalate their concern in line with the Local Safeguarding Children Partnership's formal escalation policy to ensure a timely resolution.

The first step of any escalation process with another agency is to raise any concerns directly with the other professional and their line manager. A professional meeting is always a positive way of resolving differences and remaining focussed on the outcomes for the child.

30. Monitoring and Quality Assurance

Governors ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Where there is a safeguarding concern, governors and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

However, policies and procedures only remain effective if they are regularly monitored and reviewed to ensure that they are still applicable and relevant. Our school and its governors recognise the importance of monitoring and quality assuring the effectiveness of our child protection policy and the procedures set out within it. The aim of monitoring and evaluating the child protection policy is to learn from practical experience, which will contribute to inform policy reviews and future changes to the policy and procedures. The process of monitoring and quality assurance will help the school and governors to identify the policy strengths and weaknesses, and will help to provide an understanding of the reasons for these, so that decisions can be made to resolve any limitations with immediate effect.

Governors should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

Whilst considering the above training requirements, governors should have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Monitoring and evaluation will be done by checking whether the standards from the child protection policy are implemented and whether safeguards are working and will be undertaken throughout the year by the Designated Safeguarding Lead and the Chair of Governors. Activities which could form part of the ongoing monitoring of effectiveness could be:

- Scrutiny of the Single Central Record and personnel files to ensure pre-employment checks are robust and up-to-date, and that job descriptions for new positions include reference to child protection etc.
- Confirmation that training has been undertaken according to planned schedule and that all relevant staff and volunteers have participated
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students. In particular, the school will monitor the link between attendance and safeguarding and those persistently absent, frequently late, missing school (including part of the school day) or those who suddenly stop attending
- Methods such as 'safeguarding training questionnaires' used to evidence the effectiveness of staff training
- Regular meetings with staff, volunteers and children which include the opportunity to discuss safeguarding and child protection, or use of questionnaires to evidence this
- Safeguarding learning walks designed to evidence and test out key safeguarding standards
- Adapting and amending the policy and procedures outside of their annual review date to reflect current issues which may have recently arisen in order to ensure that all children are protected at all times
- Half termly DSL and safeguarding governor meetings

Our school will also draw upon additional quality assurance activities and templates referenced within the School Improvement Derbyshire Schools Safeguarding Handbook e.g. Single Central Record Checklist, Personnel Record Checklist and the Headteacher's Quality Assurance Checklist.

Document review

	Name	Position	Date
Prepared by	K.Lebihan	Headteacher	August 2022

Review frequency

This policy will be reviewed annually to ensure that the School meets statutory requirements, and any codes of practice have been checked.

School Proprietary Information

The electronic version of this policy is the latest revision stored on SharePoint.

The policy is owned and updated by the Headteacher.



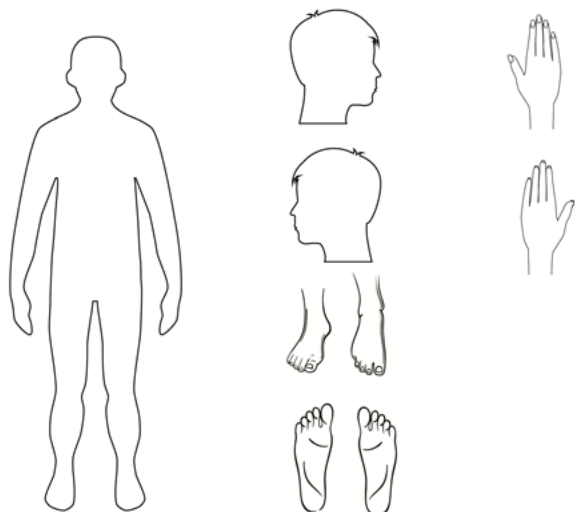
ST WYSTAN'S SCHOOL AND NURSERY INTERNAL SAFEGUARDING REFERRAL FORM

PAPER COPY ONLY PLEASE

To be completed for all safeguarding and pastoral concerns. Safeguarding concerns will be dealt with by the DSL/DSSL. Pastoral concerns will be passed by the DSL/DSSL to the Pastoral Lead.

PAPER COPY ONLY - TO BE HANDWRITTEN

Pupil name:	Form:
Date of concern:	Time of concern:
Reported by:	Role:
Safeguarding concern? Yes/No	Pastoral concern? Yes/No
Information causing concern: (Include all information and where information came from e.g. child observation, other adult, etc.) Remember to only record factual information. Do not include your own opinion. Ensure the child's voice is made clearly evident.	
<i>Please continue overleaf or attach additional sheets if you need more space.</i>	
Action taken by DSL or DDSL:	
Social Care Referral: yes/no	Forms completed & sent: yes/no
EHA (CAF) required: yes/no	EHA (CAF) completed: yes/no

Record of injury**Was there an injury? Yes/ No****Did you see the injury? Yes /No****Description of the injury:****Is the concern about possible sexual abuse? Yes / No****If so, please describe the indicators:**

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.

Monitoring notes:**DSL/DDSL name:****Date:****Filed in Headteacher's office:**

Yes/No

Appendix 2:

Code of Conduct

Introduction:

Keeping Children Safe in Education (DfE 2022) sets out the requirement for all schools to have a staff code of conduct, sometimes referred to as a staff behaviour policy. This code of conduct should be followed by all staff (including visiting staff), volunteers and governors.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. It is our willingness to work in a safe manner and challenge inappropriate behaviour that underpins this commitment. Everyone is expected to adhere to this 'Code of Conduct' and the '[Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings](#)', Safer Recruitment Consortium 2019

Everyone must also read and understand part one and Annex B of Keeping Children Safe in Education (DfE 2022). This code of conduct aims to support adults so they don't work in a manner which might lead to an allegation against them by raising awareness of illegal, unsafe, unprofessional and unwise behaviour and by supporting staff and volunteers to understand what safe, professional conduct is. Equally it aims to reduce the opportunity for any adult intent on grooming or harming a young person. The policy aims to reduce the risk of incidents or misunderstandings occurring by developing and setting out clear guidelines and boundaries. It encourages you to work in an open and transparent way that should avoid someone questioning your motives, intentions or suitability to work with young people.

It is a key principle of this code of conduct that **everyone** understands their responsibility to share **without delay** any concerns they may have about a child's welfare or an adult's behaviour towards a young person. In addition, **everyone** has a responsibility to escalate their concerns to the Local Authority Designated Officer if they feel that safeguarding concerns they have raised about a child or adult working at the school are not being addressed by the school.

The purpose of this code of conduct is to provide clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil. The School aims to offer a safe and supportive environment for all pupils. The staff code of conduct applies to all staff and volunteers. If a member of staff breaches this code it may lead to disciplinary procedures.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. It is our willingness to work in a safe manner and challenge inappropriate behaviour that underpins this commitment. Everyone is expected to adhere to this 'Code of Conduct' and the 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings (updated in 2015).

- If you have any concerns that a child is being harmed, abused or neglected you **must share your concerns immediately** both verbally and in writing with the school's Designated Safeguarding Lead or if they are absent, the Deputy Designated Safeguarding Lead. Always listen carefully to the child and record what they tell you in the child's own words. Never promise to keep a secret.
- If you receive an allegation against an adult working in the school or observe behaviour that concerns you, you must discuss your concerns without delay with the Headteacher. Concerns regarding the Headteacher should be directed to the Chair of Governors, Mr Daniel Lewis.
- Anyone (in emergencies or if they need to) can make a referral about their concerns for child to **Call Derbyshire: 01629 533190 or the Police on 999 or 101.**

This code provides advice about safe practice and which behaviours should be avoided. It also advises on what constitutes illegal behaviour and what might be considered as misconduct. This Code of Conduct cannot cover every eventuality. It does not replace the general requirements of the law, common sense and good conduct. This code of conduct has been adopted by the governing body in order to meet its duty to establish procedures for the regulation of the conduct of staff at the school.

If employees / volunteers are uncertain about what to do in a particular situation or require further information or guidance on the appropriate course of action to take in any situation they must contact the Head teacher for advice before they take any action.

Off-duty hours are an employee / volunteer's own personal concern. It is important, however, that people do not put themselves in a position where their duty to the School and their private interests conflict. Individuals are reminded they are representatives of the school at all times and should not act in a manner which may bring the good reputation of the school into disrepute.

Employees and volunteers are expected to abide by the policies of the School. They must take care to ensure that their own personal or political opinions do not interfere with the provisions of balanced professional advice or their duty to carry out those policies.

The school believes:

- Pupils' welfare is of the highest priority
- Staff should avoid conduct which would lead anyone to question their motivation and intentions.
- Staff should discuss and/or take advice promptly from a senior manager over any incident which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed.
- All staff and volunteers should know the name of their Designated Safeguarding Lead (DSL). This is Ms Kara Lebihan - Headteacher
- All staff and volunteers must ensure they are totally familiar with safeguarding and child protection arrangements.
- Any breach of the law and other professional guidelines could result in criminal or disciplinary action.

Expectations of staff

The school expects extremely high standards of staff. All staff and volunteers have a duty and responsibility to keep pupils safe and protect them from physical and emotional harm. This is done through respectful, caring and professional relationships between staff and pupils. Behaviour by staff demonstrates integrity, maturity and good judgement. Adults are expected to act, and be seen to act, in the pupils' best interests at all times. Adults must avoid conduct which would lead any reasonable person to question their motivation and intentions and follow the school safeguarding procedures, which are reviewed regularly, at all times. The school takes all possible measures to ensure adults are not placed in situations that may result in them being vulnerable. Always remember that adults are in positions of trust in relation to the pupils in their care.

1. PROFESSIONAL BEHAVIOUR AND CONDUCT

Professional behaviour is a generic term, but within this Code of Conduct includes such aspects as:

- Acting in a fair, courteous and mature manner to pupils, colleagues and other stakeholders. Treating pupils and others with dignity and respect;
- Never use inappropriate or offensive language in school;
- Avoid workplace gossip and negativity as it breeds resentment and becomes a roadblock to effective communication and collaboration. We all have a duty to take active steps to divert conversations away from this if we come across it.
- Maintain confidentiality about anything that we see or hear in the workplace or in schools, so that colleagues, parents, children and outside agencies can trust us, and as a way of showing respect to our fellow professionals.

- Work as part of a team, contributing as well as learning from others and helping to build up a strong workforce.
- Work within the policies and practices set out by St Wystan's School, so that what we do is consistent with what has been agreed between all members of the staff.
- Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- Maintain high standards in their attendance and punctuality, also maintaining the image of the school through standards of dress, general courtesy, etc.;
- Taking responsibility for the behaviour and conduct of pupils in the classroom and sharing such responsibility elsewhere on the premises (adhere to the Positive Behaviour Policy);
- Being fit for work (i.e. not adversely influenced by drugs, alcohol, etc.);
- Staff must inform the Head immediately if they are subject to a criminal conviction, caution, ban, police enquiry, investigation or pending prosecution;
- Must not express personal beliefs in a way that will not overly influence pupils, and will not exploit pupils' vulnerability or might lead them to break the law;
- Being familiar with job requirements (e.g. proper preparation, use of suitable methods/systems, maintenance of appropriate/required records, etc.), including keeping up-to-date with developments relevant to the job;
- Respect the rights and opinions of others.

Staff are required to comply with the school's equality policy in respect of colleagues, children and other contacts such as parents. Unacceptable behaviour such as discrimination, bullying, harassment or intimidation will not be tolerated. This includes physical and verbal abuse and use of inappropriate language or unprofessional behaviour with colleagues, children and parents.

Professional Dress for Staff

As well as having a positive attitude and manner, it is important that all staff dress appropriately and give a positive image of the school. We have high expectations of the children's uniform and we also need to reflect this as a staff in what we wear.

Any outfit worn should be smart and one that is based on safety, comfort and practicality. This code applies to all members of staff:

- Male teachers are expected to wear a collar and tie unless they are engaged in a PE lesson or Forest School
- Trousers (for male or female staff) are expected to be standard length (not shorts), not too tight or revealing, nor of a denim material
- Skirts should be of a suitable length and style for School (not denim) – particular consideration should be given to the length when working on the carpet or climbing stairs
- Tops for female members of staff should not be revealing and the neck line should be appropriate e.g. when bending forward to speak to a child
- Shoes should be in line with professional dress and safety standards. Trainers (apart from for PE lessons) or flip flops are not acceptable
- Sports kit is to be worn for PE lessons
- For Educational Visits, the expectation is that if the children are required to wear School uniform for the trip then teaching staff should dress to reflect this also
- For safety reasons, staff should not wear excessive amounts of jewellery; tattoos or body art must be discreet/non-offensive and covered
- Staff are required to wear their lanyards and identity cards on site, subject to Health and Safety considerations.

2. SAFEGUARDING

Staff have a duty to safeguard pupils from harm, and to report any concerns they have to the Designated Safeguarding Lead (Ms Lebian or in his absence to the Deputy Designated Safeguarding Lead (Mrs Ingleston-Orme). This includes physical, emotional and sexual abuse or neglect.

Staff in schools are in a position of trust and have a duty to protect young people from discrimination and harm and to maintain appropriate professional boundaries. Staff are expected to act in an open and transparent way that would not lead any reasonable person to suspect their actions or intent.

In line with the up to date statutory safeguarding guidance 'KCSIE', we should have a staff code of conduct, which should cover acceptable use of technologies, staff/pupil relationships and communications, including the use of social media.

Staff will familiarise themselves with our safeguarding policy and procedures and the Prevent initiative and ensure they are aware of the processes to follow if they have concerns about a child.

Our safeguarding policy and procedures are available in the staff handbook which are kept in the staff room, school office and also on the shared area. Staff are expected to be familiar with St Wystan's Safeguarding & Procedures Policy. Whole school training on safeguarding procedures is given every two years.

Staff should also be aware of, and adhere to, St Wystan's Whistle Blowing Policy. Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of the Senior Leadership Team (SLT). This is particularly important where the welfare of children may be at risk.

3. PHYSICAL CONTACT

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with children this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development and gender.

Appropriate physical contact in school will occur most often with younger children (see also The Use of Physical Intervention Policy). It is not always possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the school's incident book and, if appropriate, a copy placed on the child's file.

4. STAFF/PUPIL RELATIONSHIP

School staff are in a position of trust and have a duty to protect young people from discrimination and harm and to maintain appropriate professional boundaries. Staff are expected to act in an open and transparent way that would not lead any reasonable person to suspect their actions or intent.

If staff members and pupils must spend time on a one-to-one basis, staff will ensure that:

- This takes place in a public place that others can access
- Others can see in to the room
- A colleague or line manager knows this is taking place.

Members of staff should not put themselves in difficult situations by forming friendships with children outside of school. If a child or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response. There will be occasions when there are social contacts between children and staff, where for example the parent and teacher are part of the same social circle. These contacts, however, will be easily recognised and openly acknowledged.

5. BEHAVIOUR MANAGEMENT

All children have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour. Adults should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is not acceptable in any situation.

Any sanctions or rewards used should be part of St Wystan's Behaviour & Discipline Policy which is regularly reviewed. The use of corporal punishment is not acceptable and is unlawful. Any member of staff who fails to comply

with this requirement will be considered to have committed an offence which would be viewed as gross misconduct and could result in the immediate termination of their employment.

Where children display difficult or challenging behaviour, adults must follow the Behaviour & Discipline Policy. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

A member of staff will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention has been taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. The school will keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

6. WORKING SAFELY

The Governing Body will do everything it can to meet any statutory obligation and ensure that the school is a safe and healthy working environment.

In return members of staff are expected to:

- Follow St Wystan's Health and Safety Policy
- Take reasonable and practicable steps to ensure the health and safety of themselves, pupils and staff, and ensure that safety equipment is not misused or damaged
- Report promptly any accidents or near misses in the appropriate way
- Attend any medical examinations required by the Governing Body
- Tell the Headteacher if they are taking any medication which may impact on their ability to do their work. The school will ensure that such members of staff only work directly with children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly. Staff medication that comes into the school must be securely stored, and out of reach of children, at all times.
- Cooperate in all activities including training organised to promote safety
- Fire: Staff must familiarise themselves and make children aware of the fire precautions, procedures and fire drill routines

This includes taking immediate safety action in a potentially harmful situation (either at school or off-site) by complying with statutory and school guidelines.

Hot Drinks

Please note that the current policy regarding hot drinks is as follows:

- Hot drinks in open cups should not be carried through the school
- If you have a hot drink in an open cup, the Staff Room is appropriate
- Hot Drinks may only be carried through school in cups with sealed lids
- This should not be done in lesson times or when corridors and shared areas are busy
- Cups containing hot drinks MUST not be left in areas where they could cause a danger or damage to children or staff or their possessions

7. WELLBEING

Staff and volunteers at St Wystan's School must be mindful that they have an influential position in the school and will act as role models for pupils by consistently demonstrating high standards of behaviour, personal and professional integrity and respecting the safety and wellbeing of others. Staff must comply with school policies and procedures that support the well-being and development of pupils.

All staff should take care of their physical and mental wellbeing. This includes maintaining a healthy work-life balance. Emails replying to parents must only be sent during the working day.

8. ADMINISTRATIVE DUTIES

Teaching staff must maintain and properly complete a register for their class. Attendance registers must be completed on SharePoint by 8.50am and 1.50pm each day.

A Risk Assessment must be completed and signed by the Headteacher before every school trip.

Staff must obtain permission from the Headteacher

- Before taking pupils off the school premises
- Before arranging any visiting speakers
- Before incurring any expenditure on behalf of the school

Members of teaching staff should arrive in school in good time to prepare for their lessons. Other members of staff should arrive at school in good time to begin their contracted hours.

If for any reason staff are delayed in their arrival to school, it is your responsibility to ensure that the appropriate person in school is informed at the earliest opportunity. If a member of teaching staff is going to be absent, he/she must telephone the Headteacher by between 7-7.15am. This should be a call and not an email, text or WhatsApp message. Time off for leave or appointments must be agreed in advance by the Headteacher. Routine medical appointments must try to be taken out of school hours in order to minimise the disruption to the children's education.

All staff must complete an Emergency Contact form every year and advise the school if there are any changes to this any time in-between.

9. HONESTY AND INTEGRITY

Staff must maintain high standards of honesty and integrity in their work. This includes when dealing with pupils, handling money, claiming expenses and using school property and facilities. Staff should not use the photocopier for their own private use without authorisation.

Staff will not accept bribes. Gifts that are worth more than £100 or gifts which could be thought to be compromising, must be declared to the Headteacher before accepting the gift. Staff will ensure that all information given to the school about their qualifications and professional experience is correct.

The giving of gifts or rewards to children should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. In some situations, the giving of gifts as rewards may be accepted practice for a group of children, whilst in other situations the giving of a gift to an individual child or young person will be part of an agreed plan, recorded and discussed with the parent.

It is acknowledged that there may be specific occasions when a member of staff working with a child may consider it appropriate to give a child a small personal gift of insignificant value. Any gifts should be given openly and not be based on favouritism. Adults need to be aware however, that the giving of gifts can be misinterpreted by others as a gesture either to bribe or 'groom' a young person.

Staff should exercise care when selecting children for school teams, productions, visits and/or specific work tasks in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when children are excluded from an activity. Methods of selection and exclusion should always be subject to clear, agreed criteria.

10. CONFIDENTIALITY

In the course of their role, members of staff are often privy to sensitive and confidential information about the school, staff, pupils and their parents.

This information will never be:

- Disclosed to anyone without the relevant authority
- Used to humiliate or embarrass others
- Used for a purpose other than what it was collected and intended for

This does not overrule staff's duty to report child protection concerns to the appropriate channel where staff believe a child is at risk of harm. Staff must **never** promise a child that they will not act on information that they are told by the child. Staff should take care not to discuss sensitive issues within the school community that may be overheard by pupils or others. All staff must adhere to the general data protection guidelines and be aware of the school's policy on this. Staff should not prevent another person from gaining access to information to which that person is entitled by law.

11. SOCIAL NETWORKING WEBSITES

Staff must not access social networking websites on school equipment for personal use (i.e. non- job related use) during work time. Access to some journals, blogs and social networking sites is permitted during work time for the purposes of undertaking job related duties only. Staff must act in the best interests of the school and not disclose personal data or information about any individual including staff or children. This includes images (permission by parents needed to have been given).

Members of staff should exercise extreme caution when using all forms of social media. The school expects all members of staff to set high professional standards and to act as role models for children. The posting of messages or pictures that undermines this expectation could lead to formal disciplinary measures.

12. USE OF SCHOOL PREMISES, EQUIPMENT & COMMUNICATION SYSTEMS

All staff should treat resources responsibly, and exercise due financial care. All staff have a responsibility to look after the resources of the School. This includes: not wasting resources unnecessarily (including physical resources and those such as heat/electricity); following the principles of 'reduce, re-use, recycle' where appropriate.

The School ICT systems security and data protection must not be compromised. Staff must not post any comments, photographs, images or conversations on social networking websites which may bring themselves or the School into disrepute. Security settings should be maintained at the highest level in order to prevent members of the public accessing any personal information. Internet users must not display, access, use, store, distribute, print, reveal or otherwise process any kind of image, document or other material which is sexually explicit or offensive in any way on the School system.

The use of mobile phones and other mobile devices for personal reasons is restricted to the staffroom and school office areas. They must not be used in the classrooms, corridors or any common areas that children have access to, unless for work-related purposes. However, out of school hours and during periods when classes are not in their classrooms, the rooms will be considered to be staff office areas. When off-site, staff are permitted to use their mobile phone for school-related business.

School equipment and systems (phone, email and computers) are available only for school-related activities and should not be used for the fulfilment of another job or for personal use. This is unless authorised by the Head in case of an emergency or for brief periods outside of working hours. This includes photocopy facilities, stationery and premises. It also applies to devices provided for remote use (e.g. hand-held portable devices etc.).

Illegal, inappropriate or unacceptable use of school equipment or communication systems may result in disciplinary action. This list is not exhaustive and includes;

- creating, sending or forwarding any message that would reasonably be considered inappropriate or unacceptable.
- committing or implying commitment to any contractual arrangements unless delegated to do so by the Head.
- accessing, publication or circulation of illegal, offensive, unacceptable, inappropriate or non-work related material.
- any illegal activities.
- posting confidential information about the School and/or other employees, children or parents.
- gambling or gaming.
- unauthorised use of School facilities (or employee's personal IT equipment) for personal use during working time.

Employees receiving inappropriate communication or material, or who are unsure about whether something h/she proposes to do might breach this policy, should seek advice from the Head.

The School has the right to monitor e-mails, phone-calls, internet activity or document production, principally in order to avoid offensive or nuisance material and to protect systems from viruses, but also to ensure proper and effective use of systems. Communication systems may be accessed when the School suspects that the employee has been misusing systems or facilities, or for the investigation of suspected fraud or other irregularity.

Passwords should not be shared and access to computer systems must be kept confidential.

Any School equipment, for example laptops, should be returned to the School when the employee leaves employment.

13. WORKING WITH THE MEDIA

Staff should not speak, write or give interviews, which include phone calls, to the press about school without prior agreement with the Headteacher or Chair of Governors.

14. DECLARATION OF INTERESTS

A member of staff is required to declare where a group or organisation would be considered to be in conflict with the ethos of the school. Membership of a trade union or staff representative group would not need to be declared. Staff should also consider carefully whether they need to declare to the school their relationship with any individual(s) where this might cause a conflict with school activities. For example, a relationship with a Governor, another staff member or a contractor who provides services to the school.

All declarations should be submitted in writing to the Head who will arrange for the information to be recorded on a school Register of Business Interests.

15. CHANGE OF CIRCUMSTANCES

Members of staff must inform the Head of any changes in their circumstances that may affect their suitability to work with children during their employment at the school.

16. DISCIPLINARY ACTION

All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

This document acts as an extension of individual contracts.

Additional Safeguarding Advice for Visitors and Volunteers

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers, supply staff and visitors to share this commitment and maintain a vigilant and safe environment. It is our willingness to work in a safe manner and challenge inappropriate behaviour that underpins this commitment.

By signing in and out of school, a visitor agrees to follow our safeguarding procedures.

Key Safeguarding Staff:

Headteacher:	Kara Lebihan
Designated Safeguarding Lead:	Kara Lebihan
Deputy Designated Safeguarding Lead:	Alex Ingleston-Orme
Chair of Governors:	Daniel Lewis
Safeguarding Governor:	Vickie Barnatt

Appendix 2a

Protecting your Professional Reputation

The Perils and Pitfall of Social Media

"The Nevers"

Never give personal contact details to pupils or communicate outside of school using social networks, email, text, etc or meet a young person out of school unless part of a planned school activity with the knowledge of your Line Manager.

Never have conversations on social networking sites that make reference to children, parents or other colleagues at the school or be derogatory about the school.

Never make any statements or post images on social networking sites that might cause someone to question your suitability to act as a role model to young people or bring your own or the school's reputation into disrepute.

Never communicate with parents through social networking sites and you are strongly advised to declare any existing friendships/relationships to your Line Manager.

Never use personal equipment to photograph children (always use the school's equipment) and ensure any photographs are only stored on the designated secure place on the school's network and not on portable equipment.

Never use your personal mobile phone in areas used by children unless in emergencies or under an agreed protocol set out by the Headteacher.

Appendix 3:

USE OF MOBILE PHONES AND CAMERAS

INTRODUCTION

This policy applies to the whole school, including the EYFS. This policy was prepared with reference to the Department for Education's guidance and UK law and advice on the use of mobile phones, including for the EYFS. Parents may access this policy on the school website or request a hard copy from the school office.

The internet and other digital technologies permeate all aspects of life in a modern technological society. Internet use is part of the National Curriculum and is a necessary tool for staff and pupils. It is the entitlement of every pupil to have access to the internet and digital technologies, to enrich his/her learning.

This policy refers to all mobile devices and the aim is to ensure the quality of supervision and care of the children is of the highest standard, as well as safeguarding of pupils, staff, parents and volunteers in the school.

We aim to provide an environment in which;

- children, parents and staff are safe from images being recorded and used inappropriately
- we will use the internet and other digital technologies to support, extend and enhance pupils learning
- we will develop pupils' understanding of the uses, importance and limitations of the internet and other digital technologies in the modern world including the need to avoid undesirable material
- we will develop in pupils a positive attitude to the internet and develop their ICT capability through both independent and collaborative working
- we will teach pupils to use technologies safely
- pupils will be taught how to effectively use the internet for research purposes
- pupils will be taught to evaluate information on the internet
- pupils will be taught how to report inappropriate web content
- pupils will use the internet to enhance their learning experience

Other policies linked to this policy:

- Anti-bullying
- Behaviour
- Staff induction Policy
- Health and safety and risk assessments
- Safeguarding
- Curriculum

Governors approve the E-Safety Policy and the effectiveness of the policy. They receive regular information about e-safety and monitoring either through reports to full meetings or reports to sub-committee meetings.

The Headteacher has the overall duty of care for ensuring the safety (including e-safety) of members of the school community. Day to day responsibility for e-safety is delegated to the ICT Co-ordinator. The Headteacher/Designated Safeguarding Lead are responsible for the procedures to be followed in the event of a serious e-safety allegation being made against a member of staff.

HEADTEACHER RESPONSIBILITIES:

- To ensure the ICT Coordinator and other relevant staff receive suitable training to enable them to carry out their e-safety roles and to train other colleagues, as relevant.
- To ensure school's technical infrastructure is secure and is not open to misuse or malicious attack
- To ensure the school meets required e-safety technical requirements
- To ensure effective filtering is applied and updated on a regular basis
- To ensure monitoring software and systems are implemented and updated as agreed in school policies.

- To ensure staff are fully aware and compliant with school policy on e-safety and use of mobile phones and cameras

IT COORDINATOR RESPONSIBILITIES:

- To keep up to date with e-safety technical information in order to effectively carry out their e-safety role and to inform and update others as relevant
- To train other colleagues in matters of safety as appropriate to the role
- To ensure that users may only access the networks and devices through a properly enforced password protection policy, in which passwords are regularly changed
- To ensure the use of the network / internet / Virtual Learning Environment / email is regularly monitored in order that any misuse / attempted misuse can be reported to the Headteacher for investigation
- To liaise with IT technical support at Bluebox IT to ensure guidelines are met

PREVENTATIVE MEASURES TO ENSURE E-SAFETY

- Practitioners are regularly updated on current practices for keeping safe online
- A list of authorised internet users is kept by the IT co-ordinator
- Access to the Internet is via a secure Wi-Fi
- Devices have up to date virus protection and appropriate filtering for use by children
- Staff have specific logins to devices within the setting
- Devices 'time out' if not used for a period of time or users log out when leaving a device.
- Staff create safe passwords and change these at regular intervals
- Passwords are kept private
- Staff are authorised to download content for use by children
- Staff are not allowed to access resources such as shopping, gambling, Social Networking on equipment owned by the setting
- Staff understand the procedures to take should children accidentally access inappropriate or illegal materials
- Each staff member has a dedicated, secure email address for all work and inter-school related communication
- The school's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content Your Internet Connection Blocks Child Abuse & Terrorist Content)

TEACHING STAFF

- Take responsibility for the security of data.
- Develop an awareness of e-safety issues, and how they relate to pupils in their care.
- Model good practice in using new and emerging technologies.
- Include e-safety regularly in the curriculum.
- Deal with e-Safety issues they become aware of and know when and how to escalate incidents.
- Maintain a professional level of conduct in their personal use of technology, both within and outside school.
- Take responsibility for their professional development in this area.

GUIDANCE ON USE OF MOBILE PHONES BY TEACHING STAFF INCLUDING THOSE IN THE EYFS

- Personal mobiles phones/cameras, including their use for instant messaging, internet use or social networking services must not be used or on display (switched off or silent mode) during the school day in any public area or the presence of children.
- Staff phones are kept out of sight of children and are either switched off or on silent mode.
- Staff may use their mobile phones during break times, in an agreed area not used by children e.g. in the office / staff room.
- Where it is essential, such as a personal emergency or all school landlines are out of order, staff may use their personal mobile during a session. Such a call must be made (with the agreement of Headteacher) in an agreed area not used by children.
- Staff must give the school telephone number (and extension if relevant) to their next of kin, in case it is necessary for them to be contacted, in an emergency, during session hours.
- Staff must ensure their mobile devices have no inappropriate or illegal content stored on the device.

- Any inappropriate or non-essential use of a mobile phone should be reported to the head teacher and may be subject to disciplinary action.
- During group outings nominated staff will have access to the school mobile phone, which is to be used for emergency purposes only.
- The school reserves the right to check the image contents of a staff member's mobile phone should there be any cause for concern over the appropriate use of it.

PUPILS AND MOBILE PHONES

Pupils are not permitted to bring mobile phone/cameras to school. If pupils are travelling to and from school on their own they require written permission from a parent to carry a phone for personal safety. The phone must be handed in to the office at the beginning of the school day. The phone must be collected and signed for at the end of the school day. There are no opportunities for 3G/4G use.

Any pupil with a mobile phone on their person during the school day will have it confiscated and kept in the school office until the end of the day. It will remain in the school office until collected by a parent.

PARENTAL USE OF MOBILE PHONES/CAMERAS WITHIN THE SCHOOL BUILDINGS

Parents are requested not to use their mobile phones/cameras in the school building. Parents are asked to ensure mobile phones/cameras are not on display (switched off or silent mode) while in public areas of the school and especially during meetings and school events.

The school is aware that some parents may want to record their own images of their children at assemblies, matches or concerts. They are welcome to do so providing the images are for personal use only and must not be shared on social networking sites or other web-based forums. Parents are reminded of this at each event.

OTHER MOBILE TECHNOLOGY

Parents and pupils are not allowed tablets, e-readers or personal laptops in school. Any member of staff wishing to bring a tablet, e-reader or personal laptop into school must agree with the IT coordinator checking the device prior to use. The member of staff must also agree to remove any media uploaded whilst in the school and place such on the school network.

Staff, pupils, volunteers and parents are responsible for their personal mobile devices and the school is not responsible for theft, loss, or damage.

COMMUNICATION WITH PUPILS

Communication between pupils and staff, by whatever method, should take place within clear and transparent professional boundaries. E-mail or text communications between staff and pupils outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites, such as social networking or instant messaging. No member of staff should share personal contact details with pupils, including e-mail, home or mobile telephone numbers.

Staff should never share any personal information with a pupil and they should ensure all communications are transparent and open to scrutiny. It is important for staff to be circumspect in their communications with pupils to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. Staff must never store images of students on personal cameras, devices or home computers.

MOBILE DEVICES AND DRIVING

The use of phones while driving, whether to make or receive a call, is prohibited by law. The only exception to this will be in the event of a genuine emergency call to 999 or 112, if it would be unsafe for the driver to stop.

PHOTOGRAPHING CHILDREN

Signed parental consent is requested and updated annually to take and use photographs of children. Images taken must be deemed suitable without putting children in any positions that could cause embarrassment or distress. Where possible, photographs should be taken in the presence of another member of staff. Photographs taken may be uploaded to the school Twitter accounts only if all pupils contained within the photo have parental consent for their photograph to be used in this manner.

A list will be kept in the office of pupils who have consent. Teachers should familiarise themselves with the parental wishes of the pupils in their class and check before uploading photographs of children from other classes.

Images taken and stored on the camera must be downloaded as soon as possible, ideally within a day, onto school systems. Images must only be down-loaded by authorised members of staff. The images should be erased once they have successfully been printed or downloaded to the school's secure server. Under no circumstances must cameras of any kind be taken into the washrooms. Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

SCHOOL PHONE

The school has a designated school phone for the purposes of contact on school trip, including residential trips. This phone may be used to take photographs as described above for the purposes of sharing on twitter, providing parental content has been received.

SOCIAL NETWORKING SITES

Staff may use social networking sites for personal use. Staff should ensure their passwords are strong and secure at all times. Profiles and photos of staff should be 'locked down' as private so that pupils or parents do not have access to personal data or images.

Staff leave themselves open to a charge of professional misconduct if images of themselves or other members of staff in a compromising situation are made available on a public profile by anyone. If parents or pupils gain access to the profile of a member of staff by fraudulent means (impersonation or hacking) senior managers should be informed immediately.

In some cases, friendships exist between staff and parents at the school. In this instance social networking is acceptable outside of school but caution must be exercised so that professional standards are maintained and staff do not compromise themselves or the school.

Appendix 4:

Positive Contact Policy

This Policy also includes the Early Years Foundation Stage and Out of School Provision

Statement of Intent

The governors and staff of St Wystan's School fully recognise the contribution it makes to safeguarding and promoting the welfare of children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

We understand the challenges faced by this area of safeguarding and are committed to providing support and care to both the children and staff, in accordance with the ethos of the school, whilst understanding the need for sensitivity to ensure the safety and well-being of all.

Physical Restraint

In exceptional circumstances, where there is immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'.

Staff members of St Wystan's School should not put themselves at risk of injury. In these circumstances, the teacher should remove the other pupils who may be at risk and seek assistance from a colleague or colleagues and if necessary telephone the police. Staff should inform the pupil(s) that they have sent for help. Until assistance arrives, staff should continue to attempt to defuse the situation orally and try to prevent the situation from escalating.

Types of Incidents

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury;
- Where there is a developing risk of injury, or significant damage to property; or
- Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others; or
- A pupil absconds from a class or tries to leave school

Examples of situations that fall into the third category may include:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Application of Force

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils;

- blocking a pupil's path;
- holding;
- pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back; or
- (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

In other circumstances staff should not act in a way that might reasonably be expected to cause injury to the child.

The Range of Interventions: How may pupils be restrained?

Before intervening physically, staff should wherever practical, tell the pupil to stop, and clearly communicate what will happen if he or she refuses. The staff member should continue to attempt to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. In such cases only the minimum force necessary will be used whilst maintaining a calm and measured approach.

In the unlikely event of a staff member needing to use restrictive physical intervention, the following points should be noted:

- Restrictive physical intervention must be consistent with the concept of reasonable force
- The circumstances must warrant the use of force
- The degree of force employed must be in proportion to the circumstances of the incident and the minimum to achieve the desired result.

Recording Incidents

Any member of staff involved in an incident requiring physical intervention must inform the Head teacher and write a detailed report of the incident to help prevent any misunderstanding or misrepresentation of the situation.

Planning for Incidents

If the school is aware that a pupil is likely to behave in a way that may require physical control or restraint, it will plan how best to respond in the situation.

The school will endeavour to:

- Manage the pupil and incident by diffusing the situation
- Involve the parents to ensure that they are clear about the specific action the school may need to take
- Brief staff to ensure that they know exactly what action should be taken and where appropriate provide training or guidance
- Ensure that additional support can be summoned if appropriate.

Physical Contact

Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well-intentioned gestures, can if repeated regularly lead to serious questions being raised.

Where Physical Contact may be Acceptable

There are occasions when physical contact with a pupil may be necessary, for example to demonstrate exercises or technique during PE lessons, during sports coaching or when providing first aid. Young children and children with special educational needs may need staff to provide physical prompts to help.

There may be occasions where a distressed pupil needs comfort and reassurance, which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is

normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Staff should use their own professional judgement when they feel a pupil needs this kind of emotional support and should reflect the child's needs, age and level of maturity. Contact should be responsive and appropriate to the needs of the child, not the adult and should be conducted in an open and transparent manner in the presence of other staff. Where a member of staff has a particular concern about the need to provide this type of care and reassurance they should seek the advice and guidance of the Head Teacher.

General Guidelines

As a general principle staff must not make gratuitous physical contact with their pupils. There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background or special needs or because they have been abused. Where appropriate, staff should receive information on these children, whilst ensuring that all matters of confidentiality and sensitivity remain of paramount importance. In addition, there should be a common sense approach where staff and pupils are of different sexes.

Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

Scenarios describing situations requiring physical contact with pupils have been discussed openly during safeguarding training with all staff members.

Appendix 5:

Children Missing Education

The Government has placed a duty on local authorities to make arrangements to establish (so far as it is possible to do so) the identities of children in their area who are of compulsory school age and not receiving a suitable education. These children are referred to as Children Missing Education.

See Children missing education: statutory guidance for local authorities (September 2016)

Who are Children Missing Education (CME)?

Children of compulsory school age who are:

- Not on a school roll
- Not being educated other than at school
- Identified as having been out of any educational provision for a substantial period of time (4 weeks)

Children go missing from education for a number of reasons including:

- They don't start school at the appropriate time and so they do not enter the educational system
- They are removed by their parents
- Behaviour and/or attendance difficulties
- They cease to attend, due to exclusion, illness or bullying
- They fail to find a suitable school place after moving to a new area
- The family move home regularly
- Problems at home.

The law requires all children between the ages of 5 & 18 to be in full time education or training. CME could also be a potential safeguarding issue.

Children and young people in the following groups are more likely to be missing from education:

- young people who have committed offences
- children living in women's refuges
- children of homeless families perhaps in temporary housing
- young runaways
- children with long term medical or emotional problems
- unaccompanied asylum seekers and refugees or children of asylum-seeking families
- looked after children
- children with a Gypsy/Traveller background
- young carers
- children from transient families
- teenage parents
- children who are excluded from school
- children who are removed or asked to leave independent schools.

Why is it important to get Children Missing Education back in school?

Children who are not in school could be missing out on vital educational and social opportunities and experiences. Some of them may be at risk of harm or be in situations that are unsafe.

Children who are not in school are at greater risk of involvement in criminal activity and becoming victims of crime themselves. There is also a higher risk that these children will be victims of abuse.

What can you do to help?

Children Missing Education Services are keen for schools to tell them about these children so that they can make sure that they are safe and that they receive an appropriate education. If you are aware of any St Wystan's pupils, former pupils or prospective pupils whose circumstances have changed resulting in them not receiving a formal education, you must alert your Designated Safeguarding Lead, who will contact the Children Missing Education service in the appropriate local authority.

Please also tell your Local Authority CME service if you have any concerns about children who have gone missing from your area or neighbourhood. If you are aware of other children outside school who are CME you can alert the relevant Local Authority CME service direct and confidentially, either by phone, letter or e-mail. Someone will then make contact with the family and children to make sure that they are safe and to arrange for some appropriate education.

If the children need some support to help them get back into school this will be provided. Although the vast majority of children are located and returned to education, we will work with other agencies such as the Police if we cannot trace a child quickly. Where children go missing, Local Authorities use the national missing children database to inform other parts of the country that there may be children new to their area in need of educational support.

Further information is available from the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Children Missing Education Derbyshire LA co-ordinator and contact details: **Marilyn Simcock, Tel: 01629 536520.**

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll. This requirement does not apply where a pupil's name is deleted after they have completed the final year at the school (i.e. Year 6) unless the local authority have asked to be informed about such deletions.

Appendix 6:

Remote Learning: protocol for using Microsoft Teams with pupils

The addition of Microsoft Teams to our remote learning offering provides us with the opportunity to add a layer of synchronous teaching to the pupils. This will enable a greater degree of interaction and support. As with any change in the way we do things, it is vital to ensure that we remain aware of our established policies and procedures and consider what these mean for our new ways of working. Below are the key points to remember when working remotely, from a safeguarding perspective:

1. Our existing policies (e.g. safeguarding, ICT acceptable use, social media) are still applicable. Please remind yourself of these policies if necessary.
2. Communication must remain professional in order that we don't put ourselves at risk of an allegation being made against us.
3. We recognise that there will be times when it is either necessary or appropriate to use your camera (e.g. to demonstrate something) and/or ask a pupil(s) to turn on their camera's (e.g. for small group discussion). Staff should use their discretion and professional judgement as to when to do this and should be mindful of the potential pitfalls, especially in relation to the safeguarding of both themselves and the pupils. The flip side regarding safeguarding is that if we can check in visually on our pupils, we can be surer that they are safe and in good health.
4. The following bullet points outline principles of good practice principles to use when communicating remotely via Teams, especially if you are using your camera:
 - Ideally be sat at desk or table in a public room.
 - Be professionally dressed.
 - Think about what is in the background (if you are in front of a bookcase check what titles can be seen and that there is nothing inappropriate!).
 - Only use your school account.
 - When you begin, start off in audio and introduce yourself and, if necessary, then say that you are about to activate your camera.
 - We anticipate that normally pupils would have their cameras off but recognise that certain situations would benefit from pupils turning their cameras on. If you are using this functionality then please be mindful of point 3 above.
 - With larger classes we would suggest that you get pupils to mute their microphones to reduce background noise. It is better if they ask questions via the 'chat' function or for you to ask questions to specific pupils who can then turn on their microphone and respond. However, you may want to experiment with this depending on group size and nature of what you are doing.
 - If you witness any inappropriate behaviour during a session, please end the session.
 - If you see / hear anything that causes you concern from a safeguarding perspective, please either log it and contact one of the safeguarding team.
 - Ensure that you log out at the end of the session.

Expectations of pupils:

When using Teams, remember that this is an extension of the classroom and you should conduct yourself as you would in a classroom. This includes:

- Participating from an environment that is quiet, safe and free from distraction.
- Ideally you should be sat at desk or table.
- You must be dressed appropriately for class: uniform is not required – but no pyjamas either!
- Consider what is in the background when using your camera.
- At the start of the lesson ensure that your camera is off and that your microphone is muted, although your teacher may ask you to turn your microphone and/or camera on when appropriate.
- Interact patiently and respectfully with your teachers and peers - chat is monitored and the same etiquette applies to chat as it does for email.
- You must NOT record each other's online interactions or take photos of teachers during a face-to-face session.
- You must only use your school account and only use Teams to interact with people from the St. Wystan's community.

Expectations of parents/guardians

- Provide your child with a workspace that is quiet, safe and free from distraction with an adult in the same room.
- Remote learning is a different experience that brings teaching into the home. The same expectations apply as a regular taught lesson, meaning that interaction in these lessons is only between the teacher and the pupils.
- Ensure that communication through Teams is only between teachers and pupils. Any parent to teacher communication should be done via email.
- Parents may not record, share or comment on public forums about individual teachers.

Early Help & Safeguarding Briefing – 22 May 2020

‘Lockdown Lens’ for schools: Safeguarding children in Derbyshire

To provide schools with information about identifying vulnerable children during lockdown; and about assessing and supporting their needs.

What is different during lockdown?

The lack of visibility of children can amplify the risks for children, and indicators of emerging need could be missed. The message is to be vigilant and work with partners to safeguard children.

During lockdown, some families will experience a range of challenges, which could compromise their parenting and children may become more vulnerable. These pressures could include:

- Inter-parental conflict, domestic abuse or family breakdown
- Parental mental health, impact of social isolation and limited support
- Substance misuse and increased dependency on substances to cope
- Parental ability to provide home schooling e.g. language barriers, cross cultural dynamics, parents’ cognitive skills
- Children becoming young carers for siblings or parents.
- Financial pressures on families for basics such as food, utilities and other essentials
- Lack of parental boundaries, home routines with meals, bedtimes and supervision including screen time.

During lockdown indicators of concern may be:

- Lack of parental engagement with home schooling arrangements
- Children not attending school when they have a place
- Families only engaging via phone calls or emails and not using video calls (lack of visibility)
- A range of indicators (see above) particularly where a child is not already open to Children’s Services (see your Early Help & Safeguarding School Report, which is circulated via Perspective Lite on a fortnightly basis)
- Parents new to the school with previous history of social care involvement and some emerging concerns e.g. school attendance.

What is a vulnerable child?

The government has provided a definition of ‘vulnerable children’ for the purposes of school attendance during the COVID-19 pandemic. The government’s guidance is available here:

[Supporting vulnerable children and young people during the coronavirus \(COVID-19\) outbreak - actions for educational providers and other partners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/supporting-vulnerable-children-and-young-people-during-the-coronavirus-covid-19-outbreak-actions-for-educational-providers-and-other-partners)

In brief, the government's definition includes children with a social worker, children with an education, health and care plan and other children the education provider or local authority has assessed as being vulnerable. This could include, for example, children on the edge of needing social care support; adopted children; young carers; children in temporary accommodation; children not in education / employment and others at the provider's discretion.

It is important to be clear that this government definition relates primarily to school attendance. The Derby & Derbyshire Safeguarding Children's Partnership '[Thresholds document](#)' should always be used as a reference point if there are concerns about a child that may require the provision of early help or support from social care.

Alongside this, the 'Lockdown Lens' needs to be applied and professionals should be conscious that the range of universal services and community support are operating differently following government Lockdown guidance. This could limit the visibility of a child and their need for help and protection. Partners are all still available to support vulnerable children and our Early Help Transition Teams can be contacted for advice and support.

What can the school do?

- Think about why I am concerned and what are the vulnerabilities?
- Identify the rationale of why you are concerned for the child now and what has changed to prompt you to think this?
- When making contact with the family think about whether you have seen and spoken to the child – if not, why not? What were the barriers to doing so?
- Does the child require in-school solutions and how can you respond to decrease your concerns?
- Think about local support and services that can assist the parent/carer and child. (The Early Help Transition team can assist with directories and signposting and there are many resources detailed on [SchoolsNet](#))
- What sources of support do I have access to assist me in making a decision? e.g.- Designated Safeguarding Leads, the Early Help Transition Team, the Starting Point Professionals Advice Line 01629 535353.
- Having considered the threshold document does the child/family require an early help assessment (EHA) to be undertaken, are there other agencies involved to work with to co-ordinate a response, does the concern warrant the involvement of children services? Your local Early Help Advisor is available to support you with the EHA process and links to key partners.
- For those children with allocated workers, keep in regular communication with them and escalate to the lead professional if you are not managing to make contact.
- If you believe the child is at risk of significant harm refer your concerns without delay by calling [01629 533190](tel:01629533190).

Resources and services that can support schools working with vulnerable children:

Emotional support for families, including mental health:

<https://www.derbyshire.gov.uk/social-health/health-and-wellbeing/health-protection/disease-control/coronavirus/emotional-health-and-wellbeing/support-for-families/emotional-support-for-families.aspx>

Staying safe during the COVID-19 pandemic, including keeping children safe, support for children and domestic abuse:

<https://www.derbyshire.gov.uk/social-health/health-and-wellbeing/health-protection/disease-control/coronavirus/staying-safe/staying-safe-during-the-covid-19-pandemic.aspx>

Safeguarding COVID-19 tile on SchoolsNet which has a range of documents published since the pandemic started including the Early Help offer, safeguarding updates and NSPCC information:

<https://schoolsnet.derbyshire.gov.uk/administration-services-and-support/coronavirus-information/safeguarding-covid-19.aspx>

Early Help Transition teams contact information:

Chesterfield & High Peak

Adam Cope, Early Help Development Officer

Mobile: 07827 313821

Email: Adam.cope@derbyshire.gov.uk

Erewash and South Derbyshire

Nusrat Sohail, Early Help Project Officer

Mobile: 07827980617

Email: Nusrat.sohail@derbyshire.gov.uk

North East & Bolsover and Amber Valley

Debbie Hadley - Early Help Transition Project Officer

Mobile: 07866 216 961

Email: Debbie.hadley@derbyshire.gov.uk

Appendix 8. Making a referral:

Essential information to include when making a referral:

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

Other information that may be essential:

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

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

Making a Referral

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

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

*Practice Examples

Level 1 - Universal Open Access to Provision

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

Level 2 - Emerging Needs

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

Level 3 - Intensive

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

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

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

Level 4 - Specialist

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

Confidentiality

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

- Confidentiality;
- The gathering of evidence;
- Commitment or loyalty to relatives, friends or colleagues.

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

Listening to the Child

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

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

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

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

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

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

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

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

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

Parental Consultation

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

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

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

Given the responsibility that parents have for the conduct and welfare of their children, professionals should encourage the young person, at all points, to share information with their parents where ever safe to do so.



Staff Allegation Reporting Form

(to be hand written and passed to the DSL/DDSL)

STRICTLY CONFIDENTIAL – do not save Sharepoint

Reported by:

Role:

Date:

Time:

Location:

Was this incident witnessed by anyone else (name)?

What happened? (Please state the facts not your opinion. Continue on reverse if necessary)

Signed:

Date:

Action to be taken (Completed by DSL/DDSL)

Signed

Date

Role

Appendix 10

Designated safeguarding lead job description

St Wystan's School DSL/DDSL job description form

Job title:

Designated safeguarding lead (DSL)
Deputy designated safeguarding lead (DDSL)

Main duties and responsibilities

General duties
Take lead responsibility for safeguarding and child protection, including online safety, at the school.
Contribute to creating a safe and welcoming learning environment.
Be available during all school hours during term time for staff to discuss any safeguarding concerns.
Organise adequate and appropriate cover arrangements for any out-of-hours/out-of-term activities.
Managing referrals
Act as the first point of contact for staff members raising safeguarding and child protection concerns.
Identify pupils who may be at risk and use the correct referral protocol to reduce these risks.
Respond appropriately to disclosures or concerns relating to the wellbeing of a pupil.
Refer cases of suspected child protection issues to the appropriate investigating agency.
Work closely with staff on safeguarding and child protection matters, ensuring that staff members understand when it is necessary for a referral to be made.
Refer cases of suspected abuse to the LA and children's social care services (CSCS), and to the police where appropriate.
Where radicalisation is a concern, refer cases to the Channel programme.
Support staff members who make referrals to external agencies.
Notify the DBS of staff who have been dismissed or have left due to posing risk or harm to a child.
Liaise with the LA and follow up any referrals made, ensuring the school aids the LA's work where necessary.
Working with others
Act as a source of support, advice and expertise for all staff.
Engage with children's social care and specialist services as required.
Continuously keep the headteacher informed of any safeguarding issues or ongoing enquiries.
Ensure the governing board is kept up-to-date on a regular basis regarding all child protection issues and investigations.
Have a good knowledge of local inter-agency arrangements led by the three safeguarding partners (the LA and a clinical commissioning group and a chief officer of police from within the LA), and act as the main point of contact with the safeguarding partners.
Have a working knowledge of how LAs conduct a child protection case conference and be able to attend these, as well as effectively contribute to these when required.
As required, work with the case manager and LA designated officer (LADO) for child protection concerns which involve a member of staff.
Work with staff (particularly teachers and the SENCO) on safeguarding matters.
Liaise with the health care professionals where safeguarding concerns are linked to mental health.
Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
Work with the SLT and other key members of staff, taking the lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in

need are experiencing, or have experienced, and identifying the impact that these issues might be having on these pupils.

Encourage staff members to challenge behaviour that breaches the Staff Code of Conduct.

Provide written reports to the governing board and SLT in a timely manner.

Information sharing

Ensure child protection files are kept up-to-date.

Keep detailed, accurate and secure written records of concerns and referrals.

Where necessary, securely transfer child protection files, and any additional safeguarding information considered appropriate, to other educational establishments, ensuring that confirmation of receipt is obtained.

Understand the importance of information sharing with appropriate staff and external agencies.

Work in line with relevant data protection legislation, including the Data Protection Act 2018 and UK GDPR.

Raising awareness

Ensure that child protection policies and procedures are understood by all staff members, especially new and part-time staff, and are implemented correctly.

Ensure the school's safeguarding and child protection policies are available publicly.

Review the school's Child Protection and Safeguarding Policy on an annual basis and present it to the governing board for approval.

Link in with the safeguarding partner arrangements to ensure staff are aware of any training opportunities and the latest local policies on safeguarding arrangements.

Assist in promoting educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with staff.

Training

Attend comprehensive safeguarding and child protection training at least every two years.

Undertake Prevent awareness training.

In addition to formal training, update knowledge and skills at regular intervals and at least annually.

Understand the assessment process for providing early help and intervention, and take the lead when early help is appropriate.

Ensure staff members are aware of the training opportunities that are available to them.

Provide training and relevant safeguarding updates to staff and governors as required.

Provide comprehensive induction training to new staff and early career teachers (ECTs) with the aim to strengthen their safeguarding skills and experience.

As part of all staff members' inductions, conduct safeguarding training that includes the following systems:

- The Child Protection Policy
- The Behaviour Policy
- The Staff Code of Conduct
- The Children Missing Education Policy

Details about their role, including theirs, and any deputy DSLs', identities and contact details

Provide safeguarding and child protection guidance to deputy DSLs, where appropriate.

Ensure staff members have access to and understand the school's Child Protection and Safeguarding Policy and procedures.

Provide advice and support to staff members regarding child protection issues such as radicalisation.

Keep staff members up-to-date with guidance regarding safeguarding, including the Prevent duty.

Working with pupils

Encourage a culture of listening to pupils and taking account of their wishes and feelings throughout the school and its procedures.

Understand the difficulties pupils may have in approaching staff about their circumstances and ensure trusted relationships are built.

Be alert to, and understand, the specific needs of vulnerable pupils.

Monitor pupils at risk of harm or those that have been subject to harm, providing support and ensuring their welfare.

Annex A:



St Wystan's School
Child Protection/Safeguarding Policy

To be completed by all members of staff (including all employees of the school, 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, understand and agree to abide by the contents of Keeping Children Safe in Education (KCSIE) Part 1 and Annex B (September 2022).

I have also read, understand and agree to abide by the Behaviour Management and Discipline Policy, the E-Safety Policy and the Whistleblowing Policy.

Signed:

Print Name:

Date:

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

Designated safeguarding lead job description

St Wystan's School
DSL/DDSL job description form

Job title:	Designated safeguarding lead (DSL) Deputy designated safeguarding lead (DDSL)
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Main duties and responsibilities

General duties
Take lead responsibility for safeguarding and child protection, including online safety, at the school.
Contribute to creating a safe and welcoming learning environment.
Be available during all school hours during term time for staff to discuss any safeguarding concerns.
Organise adequate and appropriate cover arrangements for any out-of-hours/out-of-term activities.
Managing referrals
Act as the first point of contact for staff members raising safeguarding and child protection concerns.
Identify pupils who may be at risk and use the correct referral protocol to reduce these risks.
Respond appropriately to disclosures or concerns relating to the wellbeing of a pupil.
Refer cases of suspected child protection issues to the appropriate investigating agency.
Work closely with staff on safeguarding and child protection matters, ensuring that staff members understand when it is necessary for a referral to be made.
Refer cases of suspected abuse to the LA and children's social care services (CSCS), and to the police where appropriate.
Where radicalisation is a concern, refer cases to the Channel programme.
Support staff members who make referrals to external agencies.
Notify the DBS of staff who have been dismissed or have left due to posing risk or harm to a child.
Liaise with the LA and follow up any referrals made, ensuring the school aids the LA's work where necessary.
Working with others
Act as a source of support, advice and expertise for all staff.
Engage with children's social care and specialist services as required.
Continuously keep the headteacher informed of any safeguarding issues or ongoing enquiries.
Ensure the governing board is kept up-to-date on a regular basis regarding all child protection issues and investigations.
Have a good knowledge of local inter-agency arrangements led by the three safeguarding partners (the LA and a clinical commissioning group and a chief officer of police from within the LA), and act as the main point of contact with the safeguarding partners.
Have a working knowledge of how LAs conduct a child protection case conference and be able to attend these, as well as effectively contribute to these when required.
As required, work with the case manager and LA designated officer (LADO) for child protection concerns which involve a member of staff.
Work with staff (particularly teachers and the SENCO) on safeguarding matters.
Liaise with the health care professionals where safeguarding concerns are linked to mental health.
Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
Work with the SLT and other key members of staff, taking the lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on these pupils.
Encourage staff members to challenge behaviour that breaches the Staff Code of Conduct.
Provide written reports to the governing board and SLT in a timely manner.
Information sharing
Ensure child protection files are kept up-to-date.

Keep detailed, accurate and secure written records of concerns and referrals.
Where necessary, securely transfer child protection files, and any additional safeguarding information considered appropriate, to other educational establishments, ensuring that confirmation of receipt is obtained.
Understand the importance of information sharing with appropriate staff and external agencies.
Work in line with relevant data protection legislation, including the Data Protection Act 2018 and UK GDPR.
Raising awareness
Ensure that child protection policies and procedures are understood by all staff members, especially new and part-time staff, and are implemented correctly.
Ensure the school's safeguarding and child protection policies are available publicly.
Review the school's Child Protection and Safeguarding Policy on an annual basis and present it to the governing board for approval.
Link in with the safeguarding partner arrangements to ensure staff are aware of any training opportunities and the latest local policies on safeguarding arrangements.
Assist in promoting educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with staff.
Training
Attend comprehensive safeguarding and child protection training at least every two years.
Undertake Prevent awareness training.
In addition to formal training, update knowledge and skills at regular intervals and at least annually.
Understand the assessment process for providing early help and intervention, and take the lead when early help is appropriate.
Ensure staff members are aware of the training opportunities that are available to them.
Provide training and relevant safeguarding updates to staff and governors as required.
Provide comprehensive induction training to new staff and early career teachers (ECTs) with the aim to strengthen their safeguarding skills and experience.
As part of all staff members' inductions, conduct safeguarding training that includes the following systems: <ul style="list-style-type: none"> • The Child Protection Policy • The Behaviour Policy • The Staff Code of Conduct • The Children Missing Education Policy Details about their role, including theirs, and any deputy DSLs', identities and contact details
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Keep staff members up-to-date with guidance regarding safeguarding, including the Prevent duty.
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Encourage a culture of listening to pupils and taking account of their wishes and feelings throughout the school and its procedures.
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