St Chad's CofE Nursery & Infant School

CHILD PROTECTION AND SAFEGUARDING POLICY

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1. Introduction and Context

Our school, its community, and our vision & ethos.

LOVE God LOVE Neighbour LOVE Self *(Matthew 22:36)*

Our school vision takes inspiration from and is deeply rooted in the Greatest Commandment:

"Love God with all your heart and with all your soul and with all your mind and love your neighbour as yourself".

We are an inclusive school and our vision, though distinctively Christian, welcomes and values all faiths and cultures within our diverse school community. Our school's core values of **love, friendship, compassion and respect** sit at the heart of our school community and underpin every aspect of school life.

Love: "Do everything with love". *(Corinthians 16:14)*

Friendship: "Encourage one another and build each other up". *(Thessalonians 5:11)*

Compassion: "Be kind to one another". *(Ephesians 4:32)*

Respect: "Treat others as you want to be treated". *(Luke 6:31)*

At St Chad's, we consider the role that we play in our children's education is an immense privilege. During their time in our school, our children will lay many important foundations and achieve many significant milestones that will help carve their future towards becoming happy, well-rounded and successful lifelong learners.

We want every child in our care to:

- know that they are special, unique, valued and loved;
- experience life in its fullness and achieve their fullest potential;
- have a high self-regard and positive mental health;
- make excellent educational progress, regardless of their background or starting points;
- show love, compassion and respect towards themselves, each other and their world;
- be equipped with the necessary skills and character to overcome challenges that they may encounter in life;
- flourish with their unique God-given talents in all that they choose to do.

Our Policy

St Chad's CofE Nursery and Infant School fully recognises it's responsibility for Child Protection and Safeguarding, this Policy sets out how the school will deliver these responsibilities.

This is an overarching policy.

Child as written in this policy is a child until 18.

Child as written in this policy is of statutory school age.

Child as written in this policy is a pupil or student in this school/setting.

Staff as written in this policy means, any one with contact to a child or young person, all teaching staff, non-teaching, Governors and Volunteers, and extends to all supply/agencies/visitors being used by the school for duties within the school.

The term Early Years Foundation Stage is used to describe children who are in our Nursery and Reception classes.

This policy should be read in conjunction with:

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

"Keeping Children Safe in Education" 1 Sept 2021 which is the statutory guidance for Schools and Colleges.

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

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

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

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

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

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

In accordance with the above procedures, we carry out an annual audit of our Safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the Derby and Derbyshire Safeguarding Children Partnership.

Through implementation of this policy we will ensure that our school provides a safe environment for children to learn and develop.

We will refer to other policies relevant to our safeguarding in school and their location in school.

Our Principles

At St Chad's CofE Nursery and Infant School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

Safeguarding arrangements at this school are underpinned by these key principles:

- Safeguarding is everyone's responsibility: all staff should play their full part in keeping children safe.
- We will aim to protect children using national, local, and school child protection procedures.
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by latest Working Together guidance.
- That all staff have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, should feel confident that they can report all matters of Safeguarding in school where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- We will aim to operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children and will actively seek out and promote this.

Working Together defines safeguarding children and promoting their welfare is defined as:

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

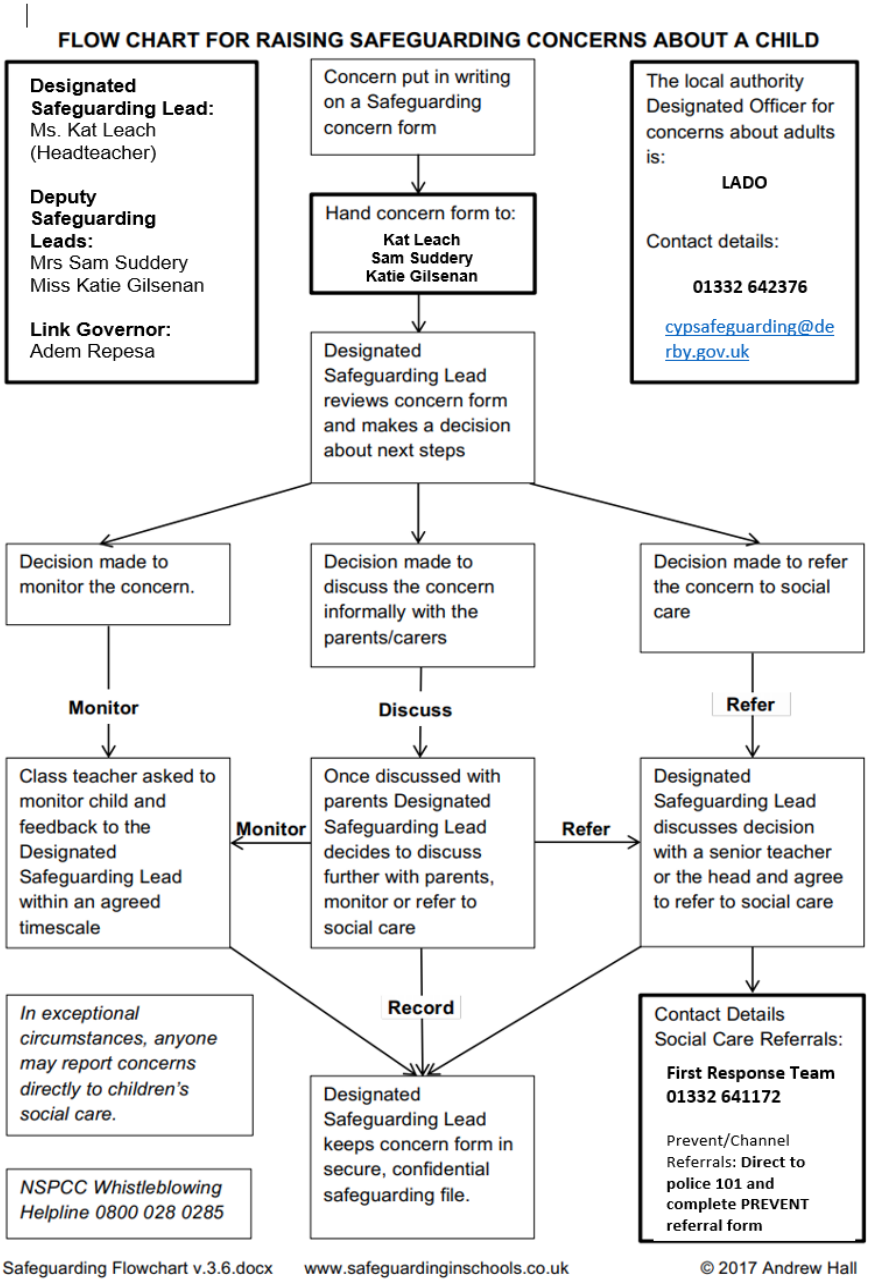
This school will work in partnership with the Derby and Derbyshire Safeguarding Children Partnership and follow relevant local arrangements, policies and procedures as set out under the local safeguarding partnership arrangements. It is expected that the Derby and Derbyshire Safeguarding Partnership will name local schools and colleges as relevant agencies and as such we will be under a statutory duty to co-operate with the published arrangements.

We will ensure that our parents/carers know about our principles, vision, and ethos in Safeguarding. That we aim as a school to work with our parents/carers and the local community to help keep children safe.

2. Safeguarding Roles and Responsibilities

All Staff who have contact with a child, including Governors and volunteers have responsibility in this school for:

- Listening to, and seeking out, the views, wishes and feelings of children and can demonstrate this in their practice.
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns promptly to the Safeguarding Designated Lead(s) in school



- Being aware that all verbal conversations should be promptly recorded in writing
- Being aware that if the DSL is not available, they should speak to a member of the SLT and/or take advice from local children's social care
- Knowing who the School Designated Lead/Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care / Looked After Children), SEN/D and Anti- Bullying including who is the School link Governor for Child Protection and Safeguarding.

- Feeling able in this school/setting to obtain feedback on all concerns reported to a Designed Safeguarding Lead.
- Feeling able to use the schools and local safeguarding partnerships Escalation Policy and Dissent policies.
- Being aware of the 'Allegations Against Professionals' LADO procedures and feeling confident in been to report concerns about other staff and the setting.
- Being aware of safer working practices.
- Sharing any concerns about a Headteacher/Principal/Proprietor, with the Chair of Governors.
- Being aware of the schools Whistle Blowing procedures and where to obtain further information, advice, and support. St Chad's CofE Nursery and Infant School are committed to creating a climate of trust and openness so that a person who has a genuine concern or suspicion can raise the matter with full confidence that the matter will be appropriately considered and resolved. A copy of the school whistleblowing policy can be found on the school website**.**In addition, the NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000
- Sharing information and working together with agencies such as health and the police to provide children and young people with the help and support they need.
- Supporting pupils who have been abused in accordance with his/her Child Protection Plan.
- Children who go missing from school and or the classroom and particularly those where it is believed a child is leaving the country.
- Identifying children in their school/setting who may be vulnerable to criminal and sexual exploitation; including trafficking and knowing about what action to take, referring into children's services and or the police.
- Recognising that Home Educated Children can be more vulnerable than other children and ensuring processes are followed when a child is likely to be removed from the roll.
- Recognising that looked After Children and care leavers are more vulnerable than other children, and ensuring their needs are acknowledged and met by working with the allocated Social worker on the Pathway Plan and transitions into Post 16.
- Children identified as SEND in the school can be more vulnerable and may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation.
- When using reasonable force this is in line with national guidelines and considers individual pupil needs and risk management /care plans and about SEND.
- Identifying a young carer and ensure they are supported and signposted to organisations that can help them.
- Recognising that a child may be homeless and obtaining the necessary help and support to help them continue in education.
- Identifying a child may be privately fostered and they have a duty to notify Children's Services if it is thought or known they are ben privately fostered or their living arrangements appear ambiguous.
- Being aware of what is extremism in all its forms, including ideologies and race hate. Therefore, understanding their duties under prevent when in the school.

- Recognising that children can abuse other children or their peers. That this may constitute sexual violence and/or harassment and is a child protection concern requiring action and reporting.
- Recognising emotional and mental health needs in children when children are struggling to seek advice and support including signposting to health agencies and organisations who can assist.
- Assessing the risks and issues in the wider community when considering the wellbeing and safety of pupils.
- Ensuring that their Child Protection training is up to date and undertaking refresher/updated training at least annually.
- The Senior Leadership Team/DSL in the school are mindful of national / local Serious Case Reviews, and serious incident reviews to help inform their practice and implement any lessons learnt for this school/setting. A summary of learning for schools is available in this policy Appendix F.

Designated Safeguarding Lead (DSL)

The DSL is responsible for safeguarding and child protection at St Chad's CofE Nursery and Infant School. The key role of the DSL is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil's new school
- be aware of pupils who have a social worker*
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

We have provided a full list of staff appointed to the specific roles and responsibilities in safeguarding. These are listed in Appendix A.

** From June 2021, the remit of the virtual school is being extended to create a culture of high aspirations for all pupils who have, or have previsouly had, a social worker. This is in response to the government's acknowledgement that the coronavirus (Covid-19) pandemic has increased barriers to education for vulnerable pupils, and its objective is to support this cohort to recover from the pandemic's effects.*

The structure, policies and procedures of the virtual school will vary between LAs, dependent upon local circumstances; however, all of them have the responsibility of working with schools to help improve the outcomes for all pupils with a social worker and will monitor the progress of each of the pupils as if they were in one school. As with traditional schools, most virtual schools will have a number of staff employed, often including headteachers and deputy headteachers, working alongside a number of advisory teachers and administrative support staff.

The DSL at St Chad's CofE Nursery and Infant School will work in close partnership with the virtual school on issues such as admissions, attendance, curriculum., personal education plans (PEPs), the pupil premium plus (PP+), mental health and emotional wellbeing, SEND, exclusions, assessment, and recording and reporting arrangements.

3. Types of Abuse/signs of Abuse/Specific Safeguarding Issues (Child Protection)

Child Abuse

We acknowledge that there are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is also defined in the 'Keeping Children Safe in Education Statutory Guidance, 2021'.

Details of this can be found in the Appendix A at the rear of this document.

This school understands that there are indicators of child abuse; however, these should not be considered as a definitive list, but used when considering the possibility of abuse in children.

A full explanation of indicators is in Appendix B.

This school understands that there are specific safeguarding issues, which we will ensure all Staff will be trained to understand, identify, report, and monitor these concerns. Where appropriate these issues will be included in the curriculum:

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

Domestic Abuse

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

(a) physical or sexual abuse;
(b) violent or threatening behaviour;
(c) controlling or coercive behaviour;
(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
(e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. (The definition can be found here: https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

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

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

St Chad's CofE Nursery and Infant School receives a notification (SDAT) from Derbyshire Police where there has been an incident in a household involving a child at this school. We have agreed processes on how to respond and support the pupil whist in school and are able to escalate any Safeguarding concerns into Children's Services.

Teenagers aged 16/17 in a relationship are protected by Domestic Abuse Safeguarding Procedures and the law. If our school is aware that any information received about such a concern, we will treat this as Safeguarding concern and follow our Safeguarding processes. The Multi-Agency Risk Assessment Conference (MARAC) is a multi-agency approach in managing cases of Domestic Abuse and where children are residing, the victim will be seen

as high risk of serious harm/ homicide. A Multi-Agency response is essential in ensuring that victims and their families are as safe as possible.

This school recognises this process and that as a partner they can make a referral into MARAC, based on information provided to them by a child, parent/carer.
The necessary form to make a referral is available here: DA risk assessment and referral

Emotional/Mental Health and Wellbeing

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

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

We acknowledge many children will have periods of feeling anxious, afraid and upset, and can develop phobias. However, some children will experience this more frequently.

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

St Chad's CofE Nursery and Infant School's SEMH policy outlines the framework for us to meet our duty in providing and ensuring a high quality of education to all of its pupils, including pupils with social, emotional and mental health (SEMH) difficulties, and to do everything it can to meet the needs of pupils with SEMH difficulties.

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

Our School/setting will contact the local School Community Advisor for advice:
CAMHS North
CAMHS South

We will use this website to help us signpost Staff and families:
Derby & Derbyshire Emotional Health & Wellbeing

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

CAMHS Rise

CAMHS North Urgent Care

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

St Chad's CofE Nursery and Infant School will work with our partners to keep children safe when online.

We will ensure that we have information and processes to raise awareness of online safety and cyber security for all our staff, children, and parents, our aim is to have a whole school approach to online safety.

At St Chad's CofE Nursery and Infant School, pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Our learners are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint. Children are taught to recognise when they are at risk and how to get help when they need it.

This will cover a range of online safety issues including:

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

Cyber Security is a growing Safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against Cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely. This is reflected in our school 'Remote Learning' policy which can be found on the school website.

If you would like to discuss e-safety / online safety you can also make an appointment to speak to Miss Wright, our Computing Lead in school. Copies of our e-Safety and ICT-'acceptable use' policies can also be found on the school website.

The Sending of Indecent Images from One Child to Another Through Digital Media Devices, Including Nudes and Semi-nudes.

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under

the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like which works offline.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and we will refer this to the police as a matter of urgency.

This school/setting will respond to a child sending indecent images as a safeguarding concern. The DSL/Senior Leadership Team will seek advice from the police and will consider a referral into children's services.

We will use national and local guidance to help us:

Derby City & Derbyshire Thresholds Document

"Sexting in Schools & Colleges: Responding to incidents & safeguarding young people" UK Council for child internet safety

The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools

The DfE Guidance, June 2019 on Teaching Online Safety in Schools

Gov Guidance Sharing nudes and semi nudes, Dec 2020

The Criminal Exploitation of Children

Child Criminal Exploitation (CCE) occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:
- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

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

Criminal exploitation is child abuse where children under 18 and older where there is a vulnerable adult are manipulated and coerced into committing crimes.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

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

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

The Sexual Exploitation of Children

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;

- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:
(Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues)

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:
Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

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

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

Forced Marriage/ Honour Based Abuse and Female Genital Mutilation (Child Protection)

Honour Based Violence: So called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such by the school.

If staff have a concern regarding a child who might be at risk of HBA or has suffered from HBA, they should speak to the DSL (or deputy). As appropriate, the DSL (or deputy) will

activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage.

Female Genital Mutilation (FGM): Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.
FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.
Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM
FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.
Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

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 appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, 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: Mandatory reporting of female genital mutilation procedural information.

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

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

Prevent and Counter Terrorism

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.
Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the DSL.

The DSL has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.
We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.
Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or deputy) making a Prevent referral.
We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups

- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

The school will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Headteacher and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism.
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty.
- Ensure all Staff (governors and volunteers) implement the duty.

The school will ensure all staff, will adhere to their duties under Prevent, as detailed in the Prevent Duty Guidance 2015, (also Prevent Duty Guidance for schools) to have due regard to the need to prevent people from becoming drawn into terrorism. The HT/Principal and Chair of Governors will:

- Establish or use existing mechanisms for assessing the risk of extremism and terrorism.
- Ensure staff understand the risk and build capabilities to deal with issues identified.
- Communicate the importance of the duty.
- Ensure all Staff understand their roles and responsibilities in prevent.
- This School/setting will respond to any concern about Prevent as a Safeguarding concern.
- We will seek to work in partnership with agencies undertaking risk assessments where appropriate and proportionate to risk.
- We will aim to build our children's resilience to radicalisation.
- Any indicators that the concern may be a prevent or of possible extremism. A referral will be made in all cases to the Derbyshire Police Prevent Team: Extremism and Prevent (derbyshire.gov.uk)

The school is committed to providing effective filtering and monitoring systems, this will include monitoring the activities of children when on-line in the school and actions taken relevant to the activity. The School Business Manager (with support from the Trust DPO) is responsible for overseeing that all school-owned electronic devices used in school and for remote learning have adequate antivirus software and malware protection.

Our school will record any concerns, and these records will be treated as a child Protection Record, storing them on a Child Protection /Safeguarding file.

Peer on Peer abuse, Sexual Violence and Harassment

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

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

- Within their household (for example sibling abuse or violence towards parents/carers); and
- Outside of the child's immediate household.
- Education or community settings
- On-line/off-line or both

Peer on peer abuse can take various forms and includes: serious bullying / cyber-bullying, relationship abuse, domestic abuse, child sexual exploitation, 'sexting' / youth produced sexual imagery, youth and serious youth violence, gang related activity, harmful sexual behaviour, and / or sexual violence / harassment.

We recognise that peer on peer abuse is often gender based. it is more likely that girls will be victims and boys' perpetrators. However, both can experience peer on peer abuse but are likely to experience it differently.

This school understands we need to ensure all staff know about the effective identifying and handing disclosures, including third party disclosures from other peers.

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

The school may also apply sanctions and consider all features in every case to assist in decision making.

We understand that we need to have clear mechanisms and procedures in place to identify and report incidents or concerns.

We also understand that peer on peer incidents can affect the local community, and in the context of wider safeguarding of those children in our local community.

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

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

This school has a peer on peer abuse policy. *(Refer to here, your policy : Harmful sexual behaviours in children and young people (derbyshire.gov.uk) and its location)*

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

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

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

We will listen to and consult with the child, working with the parents for example, looking at segregation and separation in the school and the classroom.

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

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

Whenever there is an allegation of abuse, including concerns about sexual harassment and violence, made against a child, the Designated Safeguarding Lead (DSL) and other appropriate staff will draw together separate risk and needs assessments and action plans to support the victim and the perpetrator. These will consider: • The victim, especially their protection and support; • The alleged perpetrator; and • All the other children (and if appropriate adult students and staff) at the school, especially any actions that are needed to protect them.

Please refer to appendix G for an outline of the process to be followed where there are reports of sexual violence and/or sexual harassment.

Serious Violence/ Carrying Knifes/Offensive Weapons/Gang Culture

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

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

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

If a member of staff suspects a pupil being involved in gang culture where it is believed to be exploitative or harmful, this is a safeguarding concern and the safety and wellbeing of the child takes priority.

We will ensure any suspicions of a child linked to a gang is reported by staff to the DSL. The DSL will consider if a referral to the police and children's services are needed.

Children Missing Education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children. We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.
In response to the guidance in Keeping Children Safe in Education (2021) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
    - leave school to be home educated
    - move away from the school's location
    - remain medically unfit beyond compulsory school age
    - are in custody for four months or more (and will not return to school afterwards); or
    - are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.
When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the local authority. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

4. Safeguarding and the Curriculum

Relationship, Sex, Health Education (RSHE)

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

At St Chad's CofE Nursery and Infant School, RHE is to be taught weekly following the school agreed scheme of work and linked to thematic learning as well as theme weeks/days as appropriate

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

5. Safeguarding Processes and Procedures

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

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

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

All Staff working within the School should be alert to the potential need for Early Help for children, following the procedures identified for initiating Early Help using the local and current Safeguarding Partnership Threshold Document, and also consideration for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs (see below).
- Is a young carer.
- Is a privately fostered child.
- Has returned home to their family from care.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.
- Is showing signs of emotional/mental ill health.
- Is showing signs of displaying behaviour or views that are extreme.
- Is misusing drugs or alcohol themselves:
- Not attending school or are at risk of exclusion from school.
- Frequently going missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, exploitation, radicalised.
- Not in education, training, or employment after the age of 16 (NEET).

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

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

When providing early help provision in the school, this school can demonstrate they have a framework and structures to support the work including information sharing, procedures around step up into children's service, robust recording and support to staff in early help activity.

If a referral to Social Care is not considered appropriate, consideration will be made to what support the child and family needs. The school will consider what support could be offered

within the setting via pastoral support processes or whether it may be useful to undertake an Early Help Assessment (EHA) to clarify the child's needs/strengths and the support required and/or make a referral for other services. Where parents, carers or children tell us that they require support, or staff identify that there may be emerging needs and that services might be required an Early Help Assessment (EHA) is likely to be beneficial. In such cases staff will have an open discussion with the parents / carers and child about the support and services that might help and agree how they would be accessed.

Children with SEND

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- 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 disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

At St Chad's CofE Nursery and Infant School we aim for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum. In providing for children with Special Educational Needs we aim to develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.The school will follow the SEND Code of Practice (2014) guidance on the identification and assessment of special needs. This takes a graduated approach and supplies emphasis on 'quality first teaching' throughout the school. We will seek to identify children with special educational needs at the earliest possible time and follow this guidance accordingly. More information on how we support our families can be found within our 'SEND and inclusion' policy on the school website.

Needs of Children with a Social Worker

At St Chad's CofE Nursery and Infant School we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

At St Chad's CofE Nursery and Infant School we work closely with the family's allocated social worker in order to strengthen pastoral support in school, facilitate better relationships and improve outcomes.

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

The DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

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

Making a referral into children's services

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of abuse, this is a Child Protection concern and we will follow locally agreed Safeguarding procedures.

If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately **prior to the child returning home and as soon as the school become aware of this.**

A **telephone referral** must be made as soon as possible to Starting Point Derbyshire's first point of contact for a referral into children's services:

Where the DSL/Pastoral Team identifies a child in the school who requires child in need services under Section 17 of the children Act, an online form is completed.

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

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

This school will ensure the referrer has spoken to the family about their concerns and proposed actions unless to do so would place the child at significant risk (imminent danger because of a disclosure made).

Appendix D provides more information on making a referral.

6. Creating a Safe and Secure Environment

The school will:

- Ensure that the building; including its surroundings, access and exits, are safe and is one where children can feel safe.

- Ensure that the building is always secure, and in any significant event, lockdown procedures will be used.

- Check and ask questions to obtain reassurances around DBS checks and safeguarding policies in place, when hiring out/using the school for sports, clubs, and activities. The school will keep a record of this.

- Apply its own safeguarding policy and procedures where 'Extended School' activities are provided by and managed by the school.

- Check that other organisations who provide services or activities on our site, have appropriate procedures in place, including safer recruitment checks and procedures, insurance, and staff suitability.

- Have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record.

- Check that effective Child Protection arrangements are in place when our children attend offsite activities. We will use Risk Assessment and Risk Management models to assist us to do this.

- Recognise the host families, homestays/exchange visits abroad and the need to provide safe provision and exchanges. We have a system in place, ensuring the suitability of adults in families when arranging hosting and exchanges.

- Recognise that where our school places a child in an activity or in another provision, we will remain responsible for the Safeguarding and wellbeing of that child.

- Carry out checks or use an agency for this purpose and review those arrangements to reassure ourselves of those Safeguarding arrangements.

- Obtain written confirmation from all alternative providers that checks have been carried out on individuals working in that provision.

- Be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the school/college, the local community and or viewed to be inflammatory e.g.- banned political groups.

7. Safer Working Practices

This school will follow the requirements as described in the Statutory Guidance Keeping Children safe in Education, Sept, 2021, Part three and Part four.

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

- Recruitment and staffing.
- Records and record keeping of personnel who are working and have worked in the school.
- Having a staff code of conduct, for when working in school and when out in the community and including when online. Links to our 'Working at St Chad's Policy' and the Derby City Council 'Employee Code of Conduct' can be found on the school website.
- Managing allegations against staff, and volunteers.
- Using national and local procedures aimed to identify and prevent unsuitable adults from working with children, for example, referring to LADO- The Local Authority Lead Officer for managing allegations, the DBS service, national teacher standards, and Teaching Disciplinary Regulations, 2012 where relevant.
- We will co-operate and provide information in any enquiries from the LADO, police and/or children's social services.
- Using consultation with a schools/setting's human resources department or service.
- Seeking employment legal advice and services where necessary.

We will operate a Single Central Record which will cover all Staff, including Governors, Volunteers, frequent Visitors, Students, Agency, and Supply, and in some cases, Contractors providing a service to the school. For Independent Schools, including Academies and Free Schools, this will also cover all members of the Proprietor body.

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

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

8. Recruitment and Staffing

Recruitment and Selection

For all recruitment undertaken at our school:

- All interview panels will have at least one member who has undergone Safer Recruitment Training and is up to date and has the necessary skills and knowledge.
- In an interview there will be a minimum of two questions regarding Safeguarding.

- We will investigate any gaps provided in references and will require an explanation for the gaps.
- We will raise an alert with a Senior member of the Leadership Team if there are gaps in references and / or any missing references.
- Provide risk assessments and on the personnel record of any employee who in post does not have a reference or cannot provide one due to length in post.

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

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

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

The DBS are responsible for:

- Processing requests for criminal records checks
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list
- Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales, and Northern Ireland
- Providing an online DBS service

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

We will also ensure that we have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned. This is a legal duty, and includes Teaching Disciplinary Regulations, 2012.

Overseas checks

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

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

Following the UK's exit from the EU, this school/setting schools will 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.

Supply/Agency Staff

We will induct all work experience and student teachers and supply them with the Schools Safeguarding and Child Protection Policy and any other policies deemed relevant for them to carry out their duties, safely and consistently.

The Allegations against Professionals, volunteers and carers also applies to supply/agency teachers. Whilst this school is not the employer of supply/agency teachers, we will take responsibility and will ensure allegations are dealt with correctly.

Where a concern is raised a member of the Senior Leadership Team/DSL will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. They will also keep track of any enquiry and investigation and keep records.

Students/Work Placements

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

We will use a risk assessment model with the student to determine suitability, and expectations around the placement when commencing.

If the student/teacher is over 18 years of age, we will seek a DBS check. If there are any concerns about this student, we will apply the Allegations against Professionals, volunteers, and carers criteria as an adult.

At St Chad's CofE Nursery and Infant School, we will not host studners on placement under 18 years of gae.

Contractors

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

Contractors will not be left unsupervised unless verified to engage in related activity. Any contractor, or any employee of the contractor, on site, will been subject to the appropriate level of DBS check.

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

Where the contractor does not have opportunity for regular contact with children, this school will decide on whether a basic DBS disclosure would be appropriate.
Records will be kept of checks carried out and any additional reassurances the schools/setting has sought.

Regulated Activity

The Senior Leadership Team/DSL will need to be aware and have a clear understanding of what regulated activity is and implications for volunteers in this school/college. Supervision of an activity with children which is a regulated activity when unsupervised.

This may mean undertaking risk assessments on any activity.

9. Dealing with allegations against staff, volunteers, and carers

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

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

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

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

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

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

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

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

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

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

Where the allegations are substantiated, the School will fully ensure any specific actions are undertaken on the management of this outcome and during the exit arrangements, and as outlined in part four.

Keeping Children Safe in Education statutory Guidance for schools/colleges

A low-level concern

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours 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.

If the concern has been raised via a third party, the headteacher/principal should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

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

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

Please see appendix H for an outline of the process to be followed where there is a low level concern.

10. Governors, Proprietors and School Governance

The Governing Body and Senior School Leadership Team will:

- Take leadership responsibility for the school's Safeguarding and Child Protection arrangements.
- Ensure the school is up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe In Derbyshire, for example CRE/CSE/Online safety/Peer on Peer abuse.
- Ensure that the school have enhanced DBS and other checks that may be required (Section 128)
- Have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority and Partner Agencies.
- Ensure staff undertake annual Safeguarding Training as part of whole school training.
- That relevant staff, including all DSL's, undertake WRAP/Prevent training and keeps up to date thereafter.
- Ensure that here is a Senior DSL, and a Deputy DSL appointed from the Senior Management Team. The number of DSL's needs to be sufficient in number depending upon the size and demands of the school.
- That the DSL's are fully equipped to undertake the Safeguarding role, including the Deputy in absence of the senior DSL and all DSL's have access to the appropriate training and with certified training every two years.

- Ensure there is DSL is on the premises and available at all times during the school day and there is a contact for any school holiday activities on site; where this is not available or in exceptional circumstances, there is cover in place. The Leadership Team will ensure there is always cover and there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings, and residential visits.
- Work towards having a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEN/D alongside other nominated leads in the school on these issues.
- Have an appointed teacher who is responsible for Looked after Children, and the additional roles as defined by the new DfE guidance.
- Work towards having an appointed lead in Mental Health and Wellbeing in the school
- Have procedures are in place in handling allegations against Staff, or Volunteers and any concerns staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO) where the threshold is met.
- Using quality assurance and audit to ensure there are robust Safer Recruitment procedures and a framework of checks in place, including tracking and monitoring of all staff (the Single Central Record)
- Ensure all staff and anyone who has contact with a child including Governors, volunteers and frequent visitors undertake an induction which includes knowledge regarding types of Child Abuse, specific Safeguarding issues and familiarisation with Child Protection responsibilities and Local Safeguarding Procedures. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the (schools/college) policies and procedures.
- That all staff / anyone who has contact with a child including Governors and volunteers receive the appropriate training, which is regularly updated, and includes an annual whole school training event in Safeguarding.
- Ensure all Staff who have any contact with children are aware of the GDPR 2018 regulations. That they share information about a child where there are safeguarding concerns and they do not use GDPR as a reason for not sharing that information.
- That in the curriculum children are taught about Safeguarding, including Online Safety, through a blend of teaching and learning opportunities.
- Monitor that Sex, Relationship and Healthy Relationship teaching is embedded in the in the curriculum and staff are trained and equipped to deliver.
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- That an overview of records and data used in the school are discussed with the governing body to help identify patterns, trends, specific Safeguarding issues and that this is a regular activity of the leadership team/senior DSL.

Notifications

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

- We notify the Local Authority of a Child Missing from Education and within the timescales set out by the Local Authority

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

11. Record Keeping

All concerns about a child will be recorded and records kept. This record will be a separate Child Protection/Welfare Record held on a separate file for each child. We will keep separate logs for each child if there is a bullying incident.

All concerns will be recorded clearly and with all decisions, actions taken, outcomes and a confirmation of feedback to the referrer.

We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to Safeguard children at the school.

We will follow the recommended GDPR guidelines and the Data Protection Act. However, the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe, this includes allowing practitioners to share information without consent.

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

We will not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the school or connected to this school/setting.

12. Important Contacts

A list of important contacts is explained in Appendix E.

13. Management of this Policy

The Governing Body/Proprietor/Trustee will:

- Ensure all Governors are aware of the Safeguarding arrangements in the school.
- Ensure all Governors are effective in the management of Safeguarding.
- Ensure all Staff including all other Governors and volunteers read and have access to this and all safeguarding policies.
- Display this policy on the school's/college's website
- That is overseen to ensure its implementation
- Review its content on an annual basis and in line with any updates to the Keeping Children Safe in Education statutory guidance.

The Headteacher/Senior DSL will report annually on Safeguarding activity and progress within the School/Educational setting to the Governing Body.

An appointed DSL will assist to complete the S175 Safeguarding Audit and with an Action Plan which used to report on Safeguarding activity and progress.

The Headteacher/Senior DSL will report any significant safeguarding issues to the Chair of the Governing Body.

Appendix A: Roles and Responsibilities in Safeguarding

The Designated Safeguarding Lead is:	Ms K Leach-Headteacher
The Deputy Designated Safeguarding Lead is:	Miss K Gilsenan
The Deputy Designated Safeguarding Lead is:	Mrs S Suddery
The Appointed Teacher for SEND:	Mrs M Kapadi
The Designated Lead(s) is/are for Anti- Bullying:	Ms K Leach-Headteacher Mrs S Suddery
The Designated Link Governor for Safeguarding is:	Adem Repesa

Other Pastoral Members who take responsibility for safeguarding are:

	Mrs G Sohanpal-Family Support Worker
DDAT Safeguarding Officer	Sue Vasey Sue.vasey@derby.anglican.org
DDAT Designated Trustee	Sheila Lock via DDATAdmin@derby.anglican.org

Appendix B: Types of Child Abuse

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and **all** staff should be aware of it and of their school policy and procedures for dealing with it.

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, for example, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying and forms of bullying on and off line including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse. We seek to be positive role models to our children, guiding and teaching them through our 'LOVE Promise'. We: **L**ook after each other and our school , **O**nly ever do our best, **V**alue everyone and remember our manners, **E**njoy learning together.

At St Chad's we believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. This is reflected in our school 'Golden behaviour' policy, 'Anti-Bullying' policy and 'ICT-accepatable behaviour' policy.

Appendix C: Indicators of Child Abuse

Physical Abuse

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

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

- Unexplained bruising, marks, or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home.

Emotional Abuse
Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress.

Sexual Abuse

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

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

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse

- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults.

Neglect

It can be difficult to recognise Neglect, however its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments.

Appendix D: Making a Referral

Essential information to include when making a referral:

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

Other information that may be essential:

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

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 co-ordinated support from more than one agency. These services should work together to agree what extra help may be needed to support a child or young person at an early stage. There is no need for intensive or specialist services.

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

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

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

Level 4 - Specialist
Unborn babies, babies, children, young people, and families whose needs are complex and enduring and cross many domains. More than one service is normally involved, with all professionals involved on a statutory basis with qualified social workers as the professional leads. It is usually Local Authority Children's Social Care who act as the lead agency.

Confidentiality

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

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

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

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

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

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

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

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

A record of all conversations, (including the timings, the setting, those present, as well as what was said by all parties) and actions must be kept.
No enquiries or investigations may be initiated without the authority of the Children's Social Care or the Police.

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

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

Parental Consultation

Practitioners should, in general, discuss concerns with the family and, where possible inform them that they are making a referral unless this may, either by delay or the behavioural response it prompts or for any other reason, place the child at increased risk of Significant Harm.
Situations where it **would not** be appropriate to inform family members prior to referral include where:

- Discussion would put a child at risk of Significant Harm.
- There is evidence to suggest that involving the parents / caregivers would impede the police investigation and / or Children and Families Services enquiry.
- Where there are concerns that a child may have been conceived as a result of an incestuous relationship or intra-familial sexual abuse.
- Complex (multiple or organized) abuse is suspected.

- Fabricated or induced illness is suspected.
- To contact parents / caregivers would place you or others at risk.
- Discussion would place one parent at risk of harm, for example. in cases of domestic abuse.
- It is not possible to contact parents / caregivers without causing undue delay in making the referral.
- Where there are concerns about a possible forced marriage or honor-based violence.
- An allegation is made that a child under 13 has been involved in penetrative sex or other intimate sexual activity.

Appendix E: Important Contact Details

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

All other requests for support for children and their families use an on-line referral form www.derbyshire.gov.uk/startingpoint

Starting Point Professionals Advice line Children Tel: 01629 535353

Derby City First Contact Team Tel: 01332 641172

LADO Derby & Derbyshire (Local Authority Designated Officer- allegations against staff, volunteers, carers)

Professional.Allegations@derbyshire.gov.uk

When to contact the Police:

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

Police Non-Emergencies: 101

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

Cyber Crime
www.saferderbyshire.gov.uk/cyberchoices

Prevent:
Making a Prevent referral Derby & Derbyshire
www.saferderbyshire.gov.uk/preventreferral
Contact the lead officer for Prevent at Derbyshire County Council
DCC Prevent Lead 01629 538473

Appendix F: Learning from Serous Case Reviews (SCR) and Serious Incident Learning Reviews

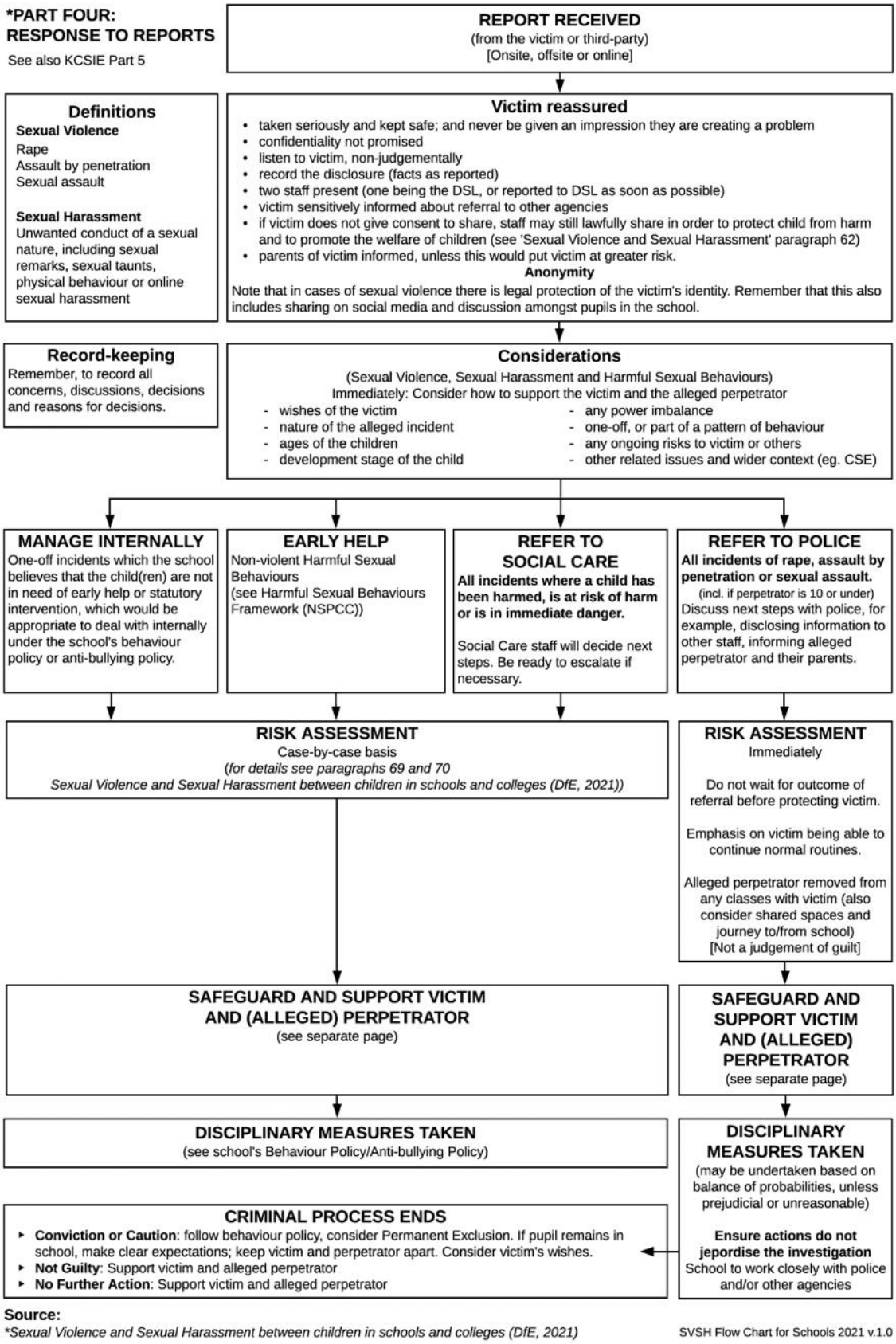
Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and leaning relevant for schools/settings for 2019/20 can be found here:

Serious Case Reviews (ddscp.org.uk)

Themes:

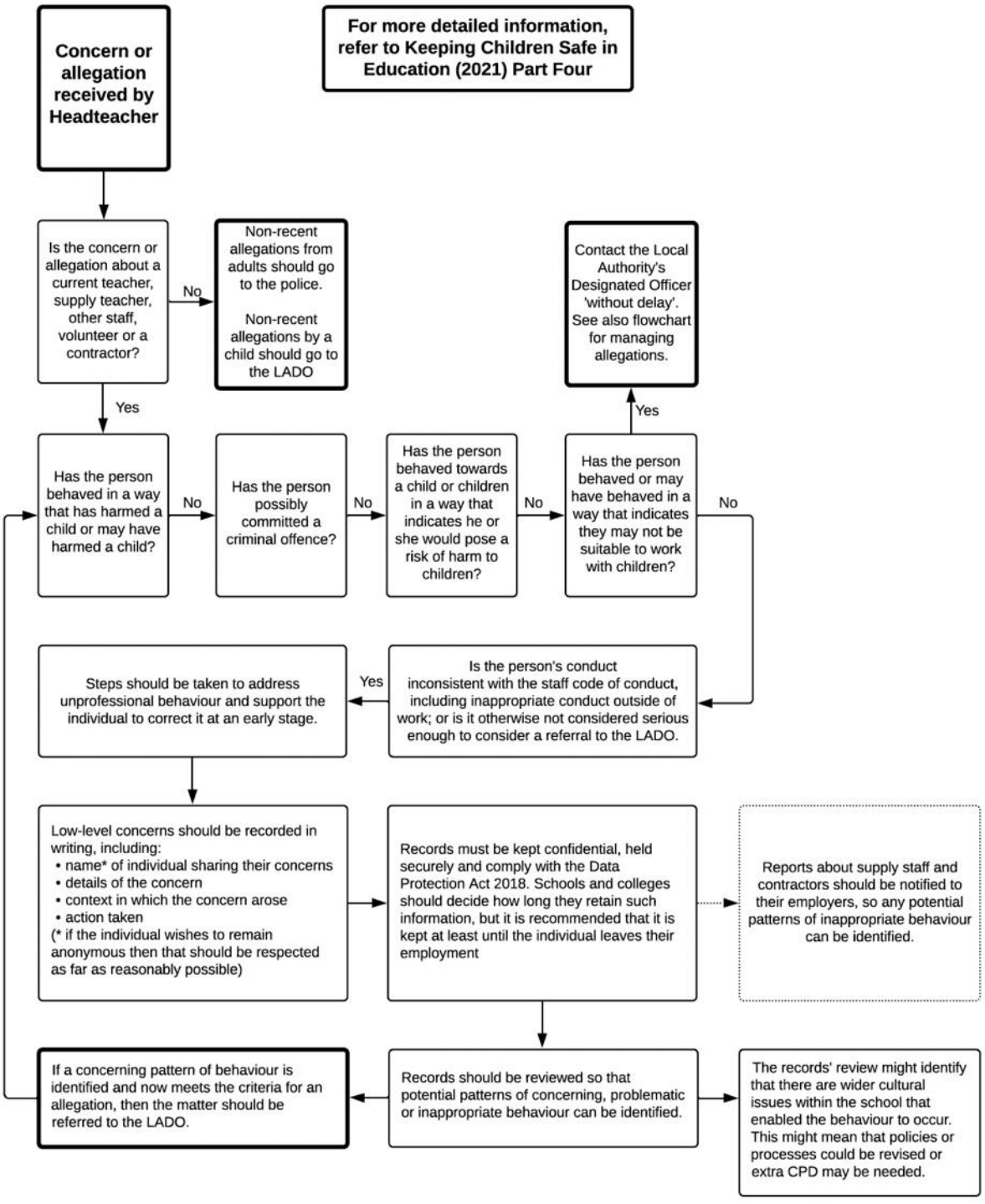
- Baby Deaths and injuries in pre- mobile infants
- Teenage Suicides
- Neglect

Appendix G: Response to Reports of Sexual Violence and/or Sexual Harassment



Appendix H: Response to Reports of a Low Level Concern

Managing low level concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors



What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at KCSIE (2021) paragraph 338. 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.

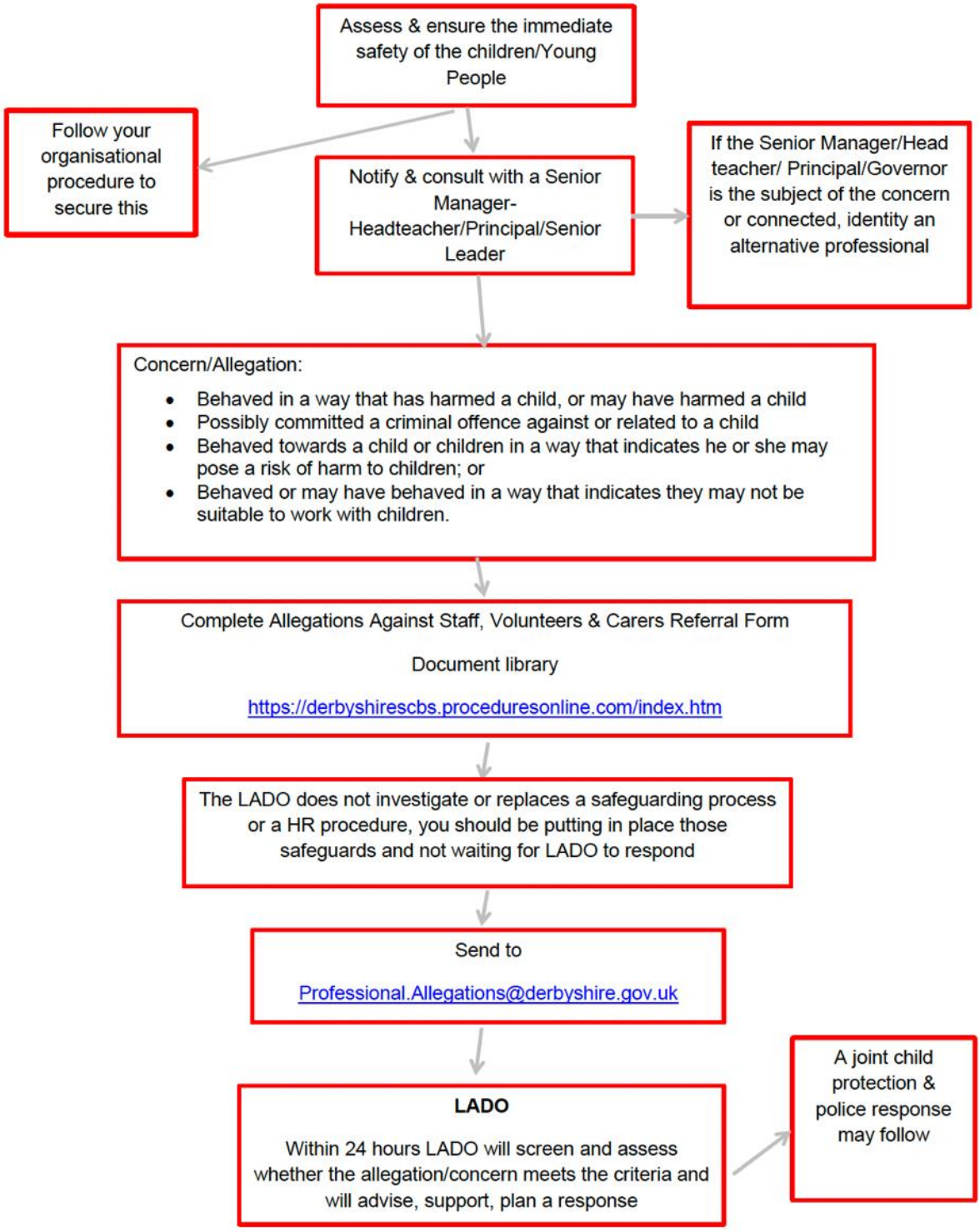
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Appendix I. LADO Referral Process / Managing Allegations Flowchart

Version 5 – May 2021
Schools/Colleges/residential Public

Allegations-Concerns against Staff, Volunteers & Carers

LADO Process



Annex J

Schools who have EYFS children in Nursery or Reception Classes

Please note that the requirements on the following pages **only** relate to the Welfare and Safeguarding requirements of the EYFS (0-5 years). The learning and development requirements must also be met in full.

A copy of our EYFS Policy can be found on our school website.

https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
This becomes Law on the 1 Sept 2021.
https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2021
This Guidance is from 1 Sept 2021.