



CHILD PROTECTION AND SAFEGUARDING POLICY

1 Introduction and Context

1.1 Our responsibilities

Friesland School fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how the School will deliver these responsibilities.

This policy should be read in conjunction with:

[‘Working Together to Safeguard Children’ \(July 2018\)](#) 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 Sept 2018”](#) which is the statutory guidance for Schools and Colleges.

Furthermore, we will follow the procedures set out by the Derbyshire Safeguarding Children’s Board: <http://derbyshirescbs.proceduresonline.com/index.htm>

In accordance with the above procedures, the School carries out an annual audit of its Safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the Local Authority Safeguarding Team.

1.2 Our Principles

Safeguarding arrangements at Friesland School are underpinned by three key principles:

- Safeguarding is everyone's responsibility: all Staff / anyone who has contact with a child or young person including Governors and Volunteers should play their full part in keeping children safe.
- That Friesland School operates a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.
- That all Staff-/anyone who has contact with a child or young person including Governors and volunteers *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, Governors and Volunteers should feel confident that they can report all matters of safeguarding children in the 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.*

1.3 Our Policy

There are 6 main elements to our Policy, which are described in the following sections:

- The types of abuse that are covered by the policy;
- The signs of abuse that that all Staff / anyone who has contact with a child or young person including Governors and volunteers should look out for;

- Roles and responsibilities for Safeguarding;
- Expectations of all Staff / anyone who has contact with a child or young person including Governors and volunteers with regard to Safeguarding, and the procedures and processes that should be followed, including the support provided to children ;
- How the school/college will ensure that all Staff / anyone who has contact with a child or young person including Governors and volunteers are appropriately trained, and checked for their suitability to work within the School;
- How the policy will be managed and have its delivery overseen.

Through implementation of this policy we will ensure that our School provides a safe environment for children to learn and develop. We will cross reference to other policies relevant to our safeguarding in Friesland School and make reference to them in this policy where relevant.

2 Types of Abuse

2.1 Children who may require early help

Staff and Volunteers working within the School should be alert to the potential need for early help for children, considering following the procedures identified for initiating early help (see section 5) for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- 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 displaying behaviour or views that are considered to be extreme
- Not attending school or are at risk of exclusion from school
- Not in education, training or employment after the age of 16

These children are therefore more vulnerable; this School will identify who their vulnerable children are, ensuring Staff and Volunteers know the processes to secure advice, help and support where needed.

[Derby City & Derbyshire Safeguarding Childrens Board – Thresholds Guidance](#)

2.2 Child Abuse

There are four types of child abuse as defined in ‘Working Together to Safeguard Children’ (April 2018) which is defined in the ‘Keeping Children Safe in Education Statutory Guidance Sept 2018’ as:

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/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** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
 - Provide adequate food, clothing and shelter.
 - 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.
 - Respond to a child's basic emotional needs

Bullying and forms of bullying 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. Please also refer to the school's Anti-Bullying Policy for further information.

2.3. Specific Safeguarding Issues

There are specific issues that have become critical issues (highlighted are current key concerns in Derbyshire and nationally) in Safeguarding that Schools will endeavour to ensure their Staff, Governors and Volunteers are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- **Child Sexual Exploitation (CSE) and as defined by Working Together July 2018**
- **Domestic Violence**
- Drugs
- Fabricated or induced illness
- Faith abuse
- **Female Genital Mutilation (FGM)**
- **Forced Marriage**

- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Mental Health
- **Private Fostering**
- **Radicalisation**
- **Sexting**
- **Teenage Relationship abuse**
- **Trafficking**

Schools can access broad government guidance on the issues listed above via the <https://www.gov.uk/government/organisations/department-for-education> and local procedures and strategies are available through www.derbyshirescb.org.uk

3 Signs of Abuse

3.1 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.

3.2 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.

3.3 Sexual 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.

3.4 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.

3.5 Specific Safeguarding Issues

In understanding the signs and indicators of specific issues listed earlier in this policy Schools and Colleges can access broad Government guidance and more importantly access local procedures, strategies and tools through the [Derbyshire Safeguarding Childrens Board](#)

Friesland school will incorporate signs of abuse and specific safeguarding issues on Safeguarding into Briefings, Staff Induction Training, and ongoing development training for all Staff / anyone who has contact with a child or young person including Governors and volunteers.

3.6 Prevent Duties

The School/college will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance June 2015 to prevent radicalisation. The HT/Principal 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

This School/college will respond to any concern about Prevent as a Safeguarding concern and will report in the usual way using local Safeguarding Procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

The school/college is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school/college.

The school/college will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate. (cross reference here to forms being used)

3.7 Child Sexual Exploitation (Child Protection)

Risk factors may include;

- Going missing
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol

- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing

All suspected or actual cases of CSE are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School

3.8 Female Genital Mutilation (Child Protection)

The School/college recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

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. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless there is a good reason not to do so.

Signs may include;

- Days absent from school
- Not participating in Physical Education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category* especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM

**parents from a country who are known to practice FGM*

3.9 Allegations of abuse against other children/Peer on Peer abuse (Child Protection)

We recognise that some children abuse other children or their peers; therefore, the reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school/college.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. This may mean a referral into the Police and Social Care. The school/college will consider and may apply the disciplinary policy. The school/college will offer support to a victim.

We recognise peer on peer abuse can take some of these forms;

- Language seen as derogatory, demeaning, inflammatory;
- Unwanted banter;
- Sexual harassment;
- Hate;
- Homophobia;

- Based on gender differences and orientation;
- Based on difference.

We are working hard as a school/college to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle peer on peer abuse.

(cross reference here to a related policy eg- Equality and Diversity which can demonstrate how you tackle this, and any other initiatives used in school/college)

3.10 The sending of indecent images from one person to another through Digital Media Devices

This school/college accepts that this is a Safeguarding concern and one that is increasing which requires a robust response. We will seek advice from agencies and professionals acknowledging that there are both national and local guidance that we need to adhere to in order to tackle the concerns and work in partnership with our agencies.

We will refer to:

[Derby City & Derbyshire Thresholds Document](#)

[“Sexting in Schools & Colleges: Responding to incidents & safeguarding young people” UK Council for child internet safety](#)

[The DfE guidance updated Jan 2108 on Searching Screening and Confiscation Advice for Schools](#)

4 Safeguarding Roles and Responsibilities

4.1 All Staff/anyone who has contact with a child or young person including volunteers and Governors have responsibility for the following:

- Being aware of the Derby and Derbyshire Safeguarding Procedures,
- <http://derbyshirescbs.proceduresonline.com/index.htm> and ensuring these procedures are followed.
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child’s voice is heard and referred to.
- Knowing who the School Designated Lead/Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care/Looked After Children), SEN and Anti- Bullying including who is the School link Governor for Child Protection and Safeguarding.
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the School.
- To know about the ‘Allegations Against Professionals’ (LADO) procedures and feel confident in been able to use them including concerns about the setting.
- To know about Whistle Blowing procedures and where to get information and support on this (cross reference/refer to School’s policy)
- Being aware of the Guidance for Safer Working Practices (KCSIE 2018) and local procedures for Safer Working Practices.
- Ensuring that their Child Protection training is up to date, and taking place at recommended intervals to ensure Staff, Volunteers and Governors are kept up to date.
- Sharing information and working together 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.

- Seeking early help where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment (see section 5.1).
- If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral is made immediately to Local Authority Children's Social Care.
- If Staff including Volunteers have concerns they should raise these with the Designated Safeguarding Lead(s) and they will usually decide next steps, (however any one in a School can make a referral).
- If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback.
- All Staff / anyone who has contact with a child or young person including Governors and volunteers are aware of the Derby City and Derbyshire Safeguarding Children Board's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing). www.derbyshirescb.org.uk
- Learning from the outcomes of serious case reviews (see Appendix A).
- Referring to Children Missing from Education (CME), those children who go missing from education, whereabouts unknown, by adhering to guidance and timelines shown on in the DCC policy, this can be found at:
- https://derbyshire.inthehive.net/extranet/pupil_support/children_missing_from_edu/default.aspx
- All Staff / anyone who has contact with a child or young person including Governors and volunteers are aware of the Private Fostering Policy and have an understanding of host families (Annex A KCSIE Sept 2018) and recognising they have a duty to notify the local Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous;
- All Staff / anyone who has contact with a child or young person including Governors and volunteers are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda. This will include attendance at training on either Prevent/Wrap or training considered sufficient by the local authority which fulfils the requirements of the prevent Duty for schools/colleges;
- All Staff / anyone who has contact with a child or young person including Governors and volunteers know about Prevent duties and will report any concerns to the Safeguarding Designated Lead in the school who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process;
- All Staff / anyone who has contact with a child or young person including Governors and volunteers should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- This School/College recognises the importance of learning from national and local Serious Case Reviews and Thematic Learning Reviews. We are aware of the impact this has on how we carry out our Safeguarding and Child Protection responsibilities and roles.

4.2 Governors, Proprietors and School Leadership are responsible for (and need to ask a School about):

- Taking leadership responsibility for the school's safeguarding arrangements.
- That they are up to date with emerging issues in safeguarding and know about strategies by the Local Authority in trying to keep children safe In Derbyshire.
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority on matters of Safeguarding in their School and are in liaison with other partners and agencies.

- Ensuring that we have a Safeguarding Designated Lead(s) for Child Protection, they are sufficient in number depending upon the size and demands of the school, are fully equipped to do the job and that they have access to appropriate training that is regular refreshed (at least very two years) to help them keep up to date.
- That a Designated Safeguarding Lead is on the premises and available, where this is not available or in exceptional circumstances there is cover in place. The leadership team will ensure there is cover at all times for staff to have 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;
- Ensuring that appointed designated leads are fully equipped to do the job (have the knowledge and skills) and have access to appropriate regular training to help them keep up to date.
- That we work towards/have a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEN alongside nominated leads in the School on these issues.
- That there are procedures are in place in handling allegations against Staff or Volunteers and any concerns staff, including volunteers have including concerns about the setting are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- All Staff / anyone who has contact with a child or young person including Governors, volunteers and frequent visitors are given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about Friesland School policies and procedures.
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- All Staff / anyone who has contact with a child or young person including Governors, volunteers and frequent visitors receives the appropriate training which is regularly updated.
- That we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families.
- That important policy such as those for behaviour and bullying, are kept up to date.
- To consider how children may be taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- That the curriculum makes best use of PSHE to cover Safeguarding issues with children.
- We have in place an e-Safety Policy equipped to deal with online bullying and internet/social media Child Protection concerns.
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- That we notify the Children's Social Care department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify the Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered.
- That we use the Local authority protocol on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or social care.
- Acting on the 'Learning from Serious Case Reviews' – see appendix A;
- Ensures that all Staff are made aware of the Confidential Reporting Code (Whistle Blowing).
- That all Child Protection records are kept up to date, are secure and reviewed annually.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the schools website.

4.3 Creating a safe environment:

- We will ensure that all Staff / anyone who has contact with a child or young person including Governors and volunteers are competent to carry out their responsibilities for Safeguarding in promoting the welfare of

children by creating an environment and an ethos whereby all Staff including Volunteers feel able to raise concerns, along with being supported in their Safeguarding role.

- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the School's development (use of a Schools counsel or similar).
- That the building including its surroundings are safe and one where children can feel safe.
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.

4.4 Recruitment, Staffing:

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check Staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;
- We must where relevant check the identity of a person being considered for appointment and their right to stay in the UK;
- We must undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad;
- We must ensure Staff and Volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post and this includes any Prohibition checks necessary for the post;
- We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required.
- We must 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; aware that this is a legal duty.
- That we make use of the DBS Service where appropriate;
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor (School may choose their training ensuring at a minimum it covers the 'Keeping Children Safe Guidance', and equips them with the necessary knowledge and skills).
- That our Volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children and have risk assessments in place for volunteers in the school undertaking activities with the children;
- That if a Governor is involved in what is defined as regulated activity then that person has the appropriate DBS / other checks required.
- That we understand the requirements if schools are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children / young people who attend clubs, holiday schemes and other activities on their premises.
- We will 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, the local community and or viewed to be inflammatory e.g.- banned political groups

The Designated Safeguarding Lead(s) is Mr Joe Hardy, Assistant Headteacher: Behaviour and Safety

In the Lead's absence the following staff also safeguarding trained and are designated as the schools deputies; Mr B Middleton, Assistant Headteacher: KS3 Manager, Mrs J Lacey, Assistant Headteacher; KS4 Manager. Other key staff that are safeguarding trained are Mr P Monk Headteacher and Mr J York, Head of Year

- The Designated Lead is for CIC (Looked after children): Miss Kim Coates, Assistant Headteacher: SENCO
- The Designated Lead(s) is/are for Anti- Bullying: Mr Joe Hardy, Assistant Headteacher: Behaviour and Safety

- The Designated Link Governor for Safeguarding is: Mrs Danuta Foster
- The Designated link Governor for Anti- Bullying is: Mrs Danuta Foster
- The Designated link Governor for Looked after Children (Child in Care) is: Mrs Danuta Foster

The Current Pastoral Members are:

- Mr J Hardy, Assistant Headteacher for Standards: Behaviour and Safety
- Mr Ben Middleton, Assistant Headteacher: KS3 Manager
- Miss Jo Lacey, Assistant Headteacher: KS4 Manager
- Miss Nawale Belgrich, Head of Year 7
- Mrs Claire Reynolds, Head of Year 8
- Mr Lee Edwards, Head of Year 9
- Mr Matt Slaney, Head of Year 10
- Mr James York, Head of Year 11
- Mrs L Carr, Head of year 12
- Mrs H Pitman, Head of Year 13

5 Safeguarding Processes and Procedures

The School will deliver its responsibilities for identifying and acting on early help needs, Safeguarding and Child Protection in line with the policies and procedures identified in the Derbyshire Safeguarding Children's Board policies and procedures guidance, available at:

<http://derbyshirescbs.proceduresonline.com/index.htm>

A threshold Document is available and assists with meeting a child's needs in Derbyshire and can be found at:

<http://derbyshirescbs.proceduresonline.com/pdfs/thresholds.pdf>

5.1 Early help

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 families – for more information School Staff and Volunteers can refer to Derbyshire's 'Early Help Offer' at

http://www.derbyshire.gov.uk/social_health/children_and_families/support_for_families/default.asp

Those who are providing their own early help provision in the school can demonstrate they have a framework and structures to support the work including information sharing, procedures around step up into Childrens social care, robust recording & advice, and support to staff in early help activity.

Starting Point is Derbyshire's first point of contact and referral service for Children; including advice, support and next steps. This includes a professional's advice line and this is available for the Designated Safeguarding Lead to use.

The school will follow the referral process for all Early Help requests by using an electronic form made available on the Derbyshire County Council website.

Schools who are not committed to the DCC early help offer please insert here reference to the schools early help provision, its framework and referral processes.

When calls are received they are screened, and advice is given around the next steps to take. All contacts will be passed to a Social Work Senior Practitioner.

In all cases the Senior Practitioner will decide which service within Children's Social Care is best placed to meet that child's needs and the information will be passed to either the Multi-Agency Team or Children's Social Care for assessment.

5.2 Referring to Children's Social Care

Friesland School will ensure all Staff / anyone who has contact with a child or young person including Governors and volunteers that if any have concerns about the welfare and safety of a child, discussions take place with the Designated Safeguarding Lead as soon as they are aware or know about a concern and the Designated Safeguarding Lead reports that concern as soon as possible. The Designated Safeguarding Lead will act upon the information received; however, we also recognise any one can make a referral into social care.

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of sexual abuse, this is a child protection concern and safeguarding procedures must be followed. A **telephone referral** must be made to Starting Point Derbyshire's first point of contact for children and younger adults for referral into Children's Social Care.

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 the Multi-Disciplinary Plan, and any supporting document evidence to support a threshold should be attached to the written confirmation. If the professional does not have a copy, reference to the completed Early Help Assessment should be made in the written confirmation. Details within the reference should include: who undertook the Assessment, and their contact details if known. For Starting Point to provide feedback an e mail contact must be provided and name of the person nominated in school to receive that feedback.

When a member of Staff, volunteer, parent, practitioner, or another person has concerns for a child, and if the school are aware that the case is open to the Multi-Agency Team they should discuss with the Allocated Worker or their manager to request escalation to Children's Social Care. If the child does not at that time have a lead professional or allocated Social Worker the school should contact Starting Point.

Schools should ensure they have 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); the decision not to inform parents/carers must be justified and the details recorded. 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.**

Essential information for making a referral includes:

- 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 CAF or Initial Assessments completed;
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.

Where there is a difference of professional opinion Schools / colleges are able to escalate their concerns using the Derby City & Derbyshire Escalation Policy available on the Derbyshire Safeguarding Board's website:

5.3 Records

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 child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and 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/college.

We will follow the Local Authorities' current guidance on the Child Protection Record Keeping Guidance for Schools (incl Transfer, Storage & Retention - July 2017) 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 therefore 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 the school.

5.4 Recruitment of staff and Volunteers

Friesland School will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the 'Keeping Children safe in Education' are followed in all cases.

All interview panels will have at least one member who has undergone Safer Recruitment Training with the necessary skills and knowledge. We will check on

- the identity of candidates;
- a check of professional qualifications;
- the right to work in the UK;
- make overseas checks where relevant;
- ask for and follow up at least two references;
- scrutinise applications for gaps in employment.

Friesland School has a single central record which covers all Staff who work in the School, all others who work in regular contact with children including Volunteers which is regularly reviewed and updated in line with changing requirements.

We will ensure that all Staff / anyone who has contact with a child or young person including Governors and volunteers are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed.

Friesland School will ensure there is a Staff Code of Conduct, ensuring all Staff / anyone who has contact with a child or young person including Governors and volunteers are familiar with Safer Working Practices which includes all new staff and volunteers.

This also includes advice on conduct, safe use of mobile phones and guidance on personal / professional boundaries in emailing, messaging, participating in social networking environments.

The Disclosure and Barring Service (DBS);

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions which helps preventing unsuitable people from working with vulnerable groups, including children.

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

The DBS search police records and in relevant cases, the barred list information, before issuing a DBS certificate to the applicant.

A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met. The definition can be found in Part V of the Protection of Freedoms Act 2012 and at DBS Guides to Eligibility <https://www.gov.uk/government/publications/dbs-regulated-activity>

We will have a clear understanding of what regulated activity is and implications for volunteers in the school/college. This may mean undertaking risk assessments on any activity.

Friesland School fully understand the statutory guidance on regulated activity, supervision of children which is regulated activity when they are unsupervised (KCSIE 2018).

Friesland School will follow advice on DBS checks as detailed by: Schools LID/Shared Services Centre/HR updates.

Friesland School will have a procedure for and can apply if relevant the Disqualification by Association rules and that of State Probation Orders.

5.5 Dealing with allegations against staff and volunteers who work with children

Friesland School will adhere to the procedures set out under 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff), this can be found via the following link: www.derbyshirescb.org.uk. **(Section 2 of the procedures)**

We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) in every case using the Derby and Derbyshire LADO referral form and this is done by an appropriate member of the Senior Management Team.

Friesland School will ensure we have followed all the necessary duties and processes under this process and this will be done in accordance with guidance:

Where there are allegations that are substantiated, the School/College will fully ensure any specific actions are undertaken on management and exit arrangements as outlined in the

5.6 Important contact details

Starting Point:

Tel: 01629 533 190

24/7, 365 days per week Derbyshire contact and referral service for concerns that a child 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

Call Derbyshire (Derbyshire adults 18+):

Tel: 01629 533 190

LADO (Local Authority Designated Officer)

Professional.Allegations@derbyshire.gov.uk

Police Non Emergencies:

101

DfE- one single access web link to access all local authority's reporting webpage or phone number for any concerns/worries about a child, young person and vulnerable adults

[Report Child Abuse](#)

Child Sexual Abuse

CEOP:

NSPCC - National Helpline:

Tel: 0808 800 5000

Childline:

Tel: 0800 11 11

Prevent:

Seamus Carroll is the lead officer for Prevent at Derbyshire County Council

Email: - seamus.carroll@derbyshire.gov.uk

Tel: 01629 538494

Mobile: 07771 980107

Derbyshire Police 101- can route non urgent referrals through to the PREVENT Team

Written referrals should be sent to the appropriate district office when the single point is contacted and a referral is made:

6 Management of the Policy

The Governing Body will oversee the policy, ensure its implementation and review its content on an annual basis.

The Headteacher will report on Safeguarding activity and progress within the School to the Governing Body annually.

The Safeguarding Designated Lead will complete the S175 Safeguarding Audit with an Action Plan which will be used to report on Safeguarding activity and progress.

(A copy will be submitted to Debbie Peacock Child Protection Manager (Schools/Education) Central Referral Unit, Derbyshire Police Headquarters, Butterley Hall, Ripley, Derbyshire DE5 3RS by either post or e-mail to debbie.peacock@derbyshire.gov.uk).

The Headteacher should report any significant issues to the Chair of the Governing Body that may have an impact on Safeguarding in the School and use the processes with the local authority to report these.

Signed by:

Chair of Governors

Head Teacher

Date:

Date:

Appendix A:

Learning from Serious Case Reviews (SCRs) and Serious Incident Learning Reviews (SILRs)

Derbyshire Safeguarding Children Board recognises the importance of learning and improving from our experiences in this area. A range of learning and themes from SCRs and SILRs have been identified from our most recent reviews, and from the preceding three years.

In recent years we have learnt that:

Babies are particularly at risk from abuse and neglect including:

- Shaking
- Co-sleeping
- Domestic abuse
- Methadone used as a soother
- Lack of ante-natal assessment

Teenagers - a quarter of all SCRs/SILRs have been about the serious injury or death of a teenager. Issues include:

- Suicide/self-harm
- Child sexual exploitation (CSE)
- Offending behaviour
- Missing from school, home or care
- Difficult to engage

Parents- the death or serious injury of children and young people often has contributory factors including:

- Substance misuse
- Mental health
- Domestic abuse
- Hostility/non-engagement
- Disguised compliance
- Violent men

It is vital that themes and learning is shared across all agencies to improve practice and increase safeguards to children and young people. The SCR subcommittee has identified a number of practice developments for professionals including:

- Information gathering, sharing and recording.
- Assessing the complete circumstances of the child and family, including their history.

- Critically analysing all information.
- Ensuring the needs of the child is paramount above those of the parents.
- Seeing a child at home and where they sleep.

In summary form we learnt that:

Common Themes:

- Domestic Abuse
- Substance Misuse
- Vulnerabilities of older teenage children
- Suicide/self-harm
- Shaken babies/youngsters
- Disguised compliance from parents/carers
- Agencies should be consulted before closing cases
- Risk to children should be assessed when in contact with perpetrators of domestic abuse
- Not to have overoptimistic or unrealistic expectations of improvements seen or made as it is not likely reflective of past or current risk

Learning for Schools from SCR's and Serious Incident Learning Reviews (SIR's)

- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Working more SMART (ly) with children and Young people
- Effective information sharing to inform assessments
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices
- Staff to be reminded of a code of conduct and staff to operate by one

From SCR's (East Midlands & wider) in 2015 in summary form we need:

- A requirement for holistic & family based approach to ante-natal care and the importance of recording a full history of parents
- A need for professional curiosity into parental capacity & the mental health of parents
- To find out about the role of fathers/male partners/boyfriends in families
- To understand how mental health issues impact on the welfare & development of young children
- To act upon disrupted education, going missing, school refusal
- To know about the need to distinguish between sexual abuse, sexual exploitation, and or/underage sexual activity
- To identify neglect in disabled children
- A requirement to know about and use escalation & challenge processes provided by a safeguarding board where there are professional disagreements
- To know that when safeguarding teenagers understanding a tension between respecting their autonomy and keeping them safe
- To understand the impact of bereavement, loss and transition for children and especially young people
- Realise and respond to parents who dominate and manipulate TAF meetings (early help/CIN) by disputing points, creating diversions & feigned compliances with recommendations.

Relevant SCRs:

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and learning relevant for schools can be found at: <http://www.derbyshirescb.org.uk>

Date last updated: 9-10-18 by Joe Hardy (DSL Friesland School)

Date ratified by Governors:

Review date: Week beginning 15-7-19