St John's Cof E Primary School and Nursery
CHILD PROTECTION AND SAFEGUARDING POLICY

1. Introduction and Context

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1.2 Our school/setting, its community and our vision & ethos

Our Ethos

- St John's is a family – we care for each other; encourage each other; celebrate and have fun together, and help each other along.
- St John's is a safe place – where children are valued, and taught to appreciate diversity and value each other - to show respect for people, and for the world.
- St John's is a hard working place – children are encouraged to aim high; to achieve the best they can; through innovative, inspirational, and high quality teaching.
- St John's is a welcoming place – we live, work, and pray in partnership with our families; our local church; and the wider community.

Key Safeguarding Staff at St. John's

- Mrs. Mieke Carvell (Deputy Head)– Designated Lead, level 2 trained and trained in safer recruitment.
- Mr. Roger Averis (Headteacher) – Deputy Designated Lead, level 2 trained and trained in safer recruitment.
- Mrs. Karen Heer (Senior Teacher)– SENDCO
- Miss Claire Cooper (Teacher) – Responsibility for Looked after and previously looked after children

- Mrs. Rachael Grime (Governor) – with responsibility for safeguarding
- Charlotte Mather (Chair of governors)

We always plan to have either Mrs. Carvell or Mr. Averis on site during the school day. If circumstances mean that both are off site any safeguarding concerns can be taken to Mrs. Astell our Assistant Headteacher or Mr. Averis can be contacted on 07469 151106.

If any adult has any safeguarding concerns during weekends or school holidays they are advised to contact Call Derbyshire on 01629 532600.

Staff at St. John's can find all e-copies of relevant safeguarding information, including, contacts, training material, school forms and local and national advice and legislative paperwork can be found on the server computer

- P:\Child Protection & Safeguarding

Volunteers, visitors and all adults can find paper copies of relevant information on the notice board in the staffroom.

1.3 Our Responsibilities

St John's CofE Primary School and Nursery fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how the School/college will deliver these responsibilities. This is an overarching policy.

Child as written in this policy is a child until 18 and is of statutory school age.

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 been used by the school for duties in school.

St John's is also a provider for children who are Early Years Foundation Stage (EYFS).

This policy should be read in conjunction with:

'Working Together to Safeguard Children' (updated 2019) 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" 1st Sept 2020 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 Departmental, advice for Schools and child care providers" (June 2015).

Furthermore, we will follow the Procedures set out by the local Safeguarding Partnership (formally DSCB).

We have adopted the following policies and guidance's on offer by Derbyshire's Education safeguarding services:

We have adopted the following policies and guidance's on offer by Derbyshire's Education safeguarding services:

- Generic Risk Assessment
- Confidential reporting (Sometimes known as the Whistleblowing policy)
- Critical Incident
- Management of allegations against staff
- Medical policy
- Recruitment and Selection
- Acceptable Use
- Data protection policy

We also have a child friendly safeguarding and anti-bullying policy written in conjunction with the children and school council.

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 Local Safeguarding Partnership.

Multi-agency partnership Arrangements

We will continue to work in partnership with the Derby City and Derbyshire Safeguarding Children partnership and follow relevant local arrangements under the new 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.

1.4 Our Principles

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 (Includes vulnerable adults when in their setting) 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 Working Together 2018;
- 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 the School/setting 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.
- That we operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.

1.5 Our Policy

Through implementation of this policy we will ensure that our school provides a safe environment for children (and vulnerable adults when in their setting) to learn and develop.

We will cross reference to other policies relevant to our safeguarding in the school and make reference to them in this policy where relevant.

2. Types of Abuse

2.1 Children with Emerging Needs and 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;
- 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 considered to be 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);

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

2.2 Child Abuse

In relation to children safeguarding and promoting their welfare is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's' 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.

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is defined in the 'Keeping Children Safe in Education Statutory Guidance, 2020".

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

3. Signs of Abuse (Child Protection)

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 indictors is in Appendices B.

4. Specific Safeguarding Issues

Schools will endeavour to ensure their Staff, are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together 2018
- Children at risk of criminal exploitation (CRE) as defined by local safeguarding partnership procedures
- Domestic Abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Breast Ironing
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- On line abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

In understanding the signs and indicators of specific issues listed earlier in this policy, this school will incorporate the signs of abuse and specific safeguarding issues on safeguarding into briefings, staff Induction training, and ongoing development training for all Staff.

The school will also access broad Government guidance, local procedures, strategies and tools through the Local Safeguarding Partnership

The Designated leads and those with responsibility for safeguarding will use the information available to them in Derbyshire Schools Net Keeping Children Safe in Education to help all staff develop the knowledge and understanding pertaining to national and local emerging concerns.

4.1 Prevent Duties

The School/setting 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 (including governors and volunteers) implement the duty.

This School will respond to any concern about Prevent as a Safeguarding concern and will report using local Safeguarding Procedures. This will involve making a referral to the Police Prevent team in order to develop a support plan for the individual. This may progress into CHANNEL where the risk is identified, and the individual may need extensive support. 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 is committed to providing effective filtering and monitoring systems, this will include monitoring the activities of children when on-line in the school/college and actions taken relevant to the activity.

The school will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate

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

We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. We will make referrals into CHANNEL where the risk is identified.

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/college and actions taken relevant to the activity.

4.2 Domestic Abuse

Domestic Abuse is rarely a one-off incident, but a pattern of power and control. It is any threatening behaviour, violence or abuse between adults who are, or have been in a relationship; or between family members. It can be psychological, physical, sexual, financial or emotional abuse.

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.

St John's CofE Primary School and Nursery receives a notification (SDAT) from Derbyshire Police where there has been an incident in a household involving a pupil 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 Childrens Social Care services using the local Derby and Derbyshire Safeguarding Procedures.

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 living, 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:

https://saferderbyshire.gov.uk/what-we-do/domestic-abuse/staff-guidance/adults/marac/multi-agency-risk-assessment-conference.aspx

The necessary form to make a referral is available here: dariskassessmentandreferral

4.3 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.

If Staff have a 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 will contact the local School Community Advisor for advice:

https://www.camhsnorthderbyshire.nhs.uk/specialist-community-advisors

https://schoolsnet.derbyshire.gov.uk/site-elements/documents/news/camhs-specialist-community-advisers-leaflet.pdf

SCA advice will also be sought prior to going to the School Nurse.

We will use this website to help us signpost Staff and families:

https://derbyandderbyshireemotionalhealthandwellbeing.uk/

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

https://www.derbyshirehealthcareft.nhs.uk/services/childrens-mental-health-services-camhs-derby-and-southern-derbyshire/im-professional/camhs-rise

https://www.camhsnorthderbyshire.nhs.uk/urgent-care

Only appropriately trained professionals should attempt to make a diagnosis of a mental health concern. However, this school will provide information and signposting services to children and parents and assist with the teaching of emotional health and wellbeing to children in our curriculum.

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

We will ensure that we have information and processes to raise awareness of online safety and cyber security.

Staff and pupils will be made aware of online safety issues and concerns, through training and the curriculum. This covers a range of online safety issues, including online fraud and scams, copycat websites, phishing e-mails, identity theft, cyberbullying/trolling, cyberstalking, online grooming, online radicalisation, offensive/illegal content, child sexual exploitation and young produced sexual imagery (sexting), social media.

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 are working with Derbyshire Education Hub, Derbyshire Audit Services and / or Derbyshire Constabulary Cyber Protect Officer to maximise our cyber security procedures. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.

We are working with the Derbyshire Community Safety Team, Derbyshire Constabulary Cybercrime Team and the regional cybercrime team at EMSOU (East Midlands Special Operations Unit) to help identify, and provide support and diversionary services to, cyber gifted and talented pupils, who are identified as being vulnerable, or at risk of exploitation, in terms of committing cybercrime. We will be using the Cyber Choices Toolkit, 2020 and referral pathways for pupils. www.saferderbyshire.gov.uk/cyberchoices

The local authority has provided additional information and guidelines which we have taken into account. This is found in appendices C. Remote/Offsite Working- advice for schools issued June 2020 (LA Education Hub).

4.5 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 the teaching of this. This will include equality, diversity and difference.

To deliver this area of the curriculum effectively we provide lessons using PSHE Matters.

We acknowledge that there may be times during the teaching of RSHE, that children may need an opportunity to talk to a trusted adult in the school. Children may want to talk about experiences at home or in the community that may trigger discussions with the Designated Lead, who will then decide on any next steps around listening and responding to the child.

4.6 Child Sexual Exploitation & CRE- children at risk of exploitation (Child Protection)

We recognise this is relevant to both boys and girls

Risk factors may include;

- Going missing, staying out unusually late
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Overly secretive
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Association in gangs
- Unexplained injuries
- Carrying weapons, access to or carrying unusual number of mobile phones

All suspected or actual cases of CSE/CRE 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

4.7 Female Genital Mutilation (Child Protection)

The School/College recognises and understands that there is a 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*

4.8 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.

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 will may a referral into the Police and Social Care. The school will consider and may apply the disciplinary procedure. 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;
- Sexual Violence;
- Hate;
- Homophobia;
- Based on gender differences and orientation;
- Based on difference.

We will pay adherence to the guidance available to schools/settings - Sexual Violence and Sexual Harassment in Schools/Colleges between children (December 2017) and have a strategy in the school/college to identify, report and respond to any issues/incidents raised.

We aim to challenge this type of abuse. We also aim to use approaches in the curriculum to address and tackle peer on peer abuse.

This school acknowledges the Voyeurism Act 2019, and the concerns around up skirting. This is a form of peer on peer abuse and may constitute a criminal act. Any incidents will be treated as a safeguarding concern and this school will follow their usual procedures when dealing with such an incident. This will mean reporting an incident to the police.

4.9 The Sending of Indecent Images from one person to another through Digital Media Devices

This school 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 2018 on Searching Screening and Confiscation Advice for Schools

The Dfe guidance, June 2019 on Teaching Online Safety in Schools

4.10 The Criminal Exploitation of Children:

Signs which may indicate criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts /phone calls
- Relationships with controlling /older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault /unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Criminal exploitation of children 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 will mean a referral into the Police and Social Care. The school/setting will offer support to a victim.

4.11 Serious Violence/ Carrying Knifes/Offensive Weapons & Gang 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. The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018 will be consulted and the school/college will consider and may apply the disciplinary procedure.

If a member of staff suspects a pupil being involved in gang culture, this 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. The pupil may be an exploited child and victim to which the school/college will offer support.

5 Safeguarding Roles and Responsibilities

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

- Being aware of the local Safeguarding Partnership 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/D 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 or College;
- To be aware of the 'Allegations Against Professionals' LADO procedures and feel confident in been able to use them including how to report concerns about other staff and the setting;
- That any concerns any staff have about a Headteacher/Principal/Proprietor, should be referred to the Chair of Governors.
- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support. (cross reference/refer to Schools/Colleges policy)
- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in education settings, 2019, relevant sections of 'KCSIE 2020' and local procedures for 'Safer Working Practices'. (Cross reference to similar policies, protocols the school/college has);
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually;
- Sharing information and working together with agencies 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 co-ordinated 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;

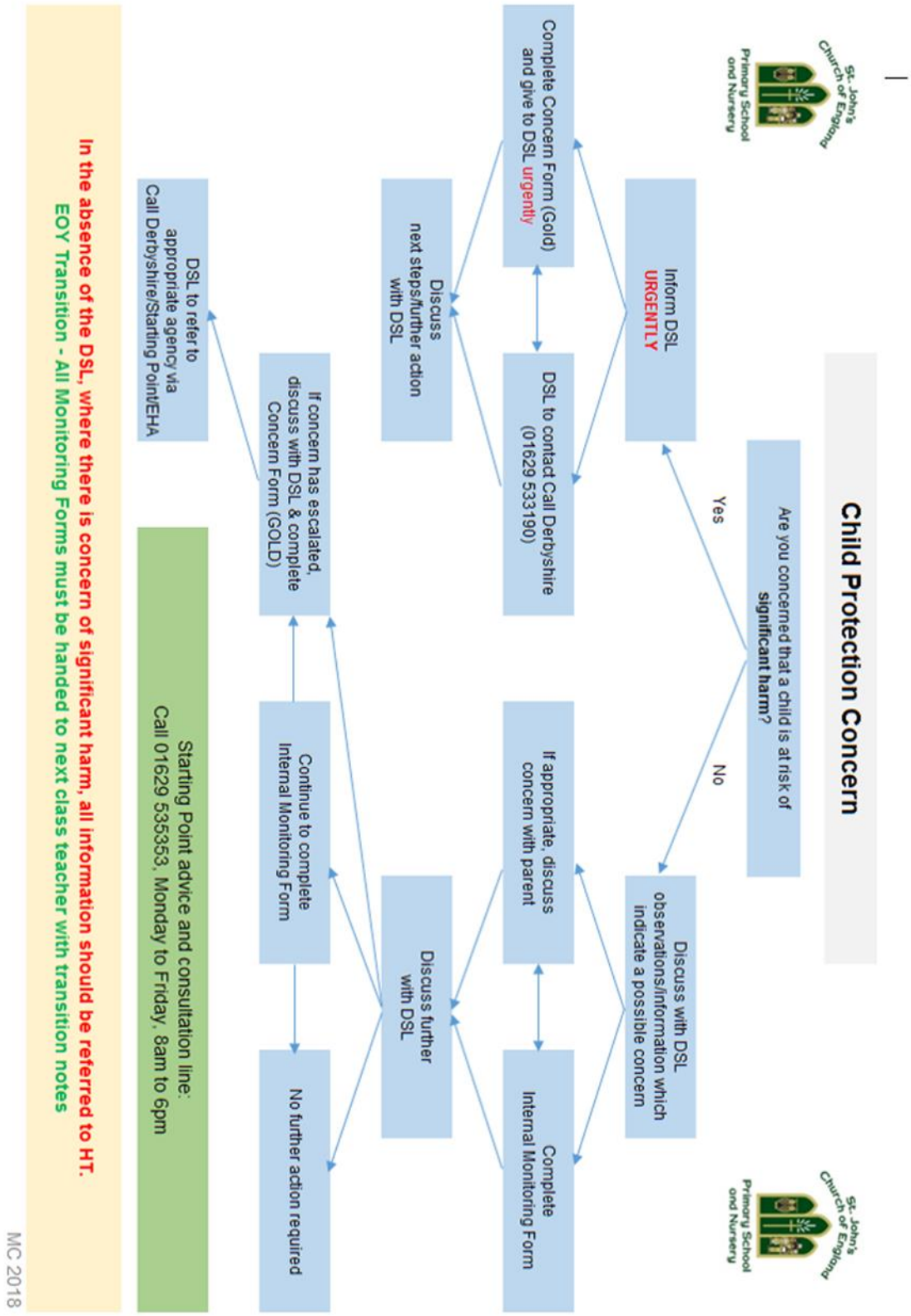
- If at any time it is considered that the child may be a 'Child in Need' as defined in the Children Act 1989; or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care;
- If any Staff, have concerns regarding a child they should raise these with the Designated Safeguarding Lead(s) who will normally decide take the next step, (however, any member of Staff, Governor or Volunteer/Student, Supply) in a School/College 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 are aware of the local Safeguarding Partnership's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of our schools Whistle Blowing policy;
- To recognise the new requirements on Children Missing From Education and particularly those where it is believed a child/children may be leaving the country;
- To refer & adhere to Children Missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing.
- Recognising that Home Educated Children can be more vulnerable than other children and with regard to the motivations of the intention to home educate. Therefore, recognising the responsibilities the school/college has to those who are thinking about or who are about to home educate, including those who have been removed from a school/college roll with a view to home educate;
- Recognising that looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school/college will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed;
- All Staff recognise their roles and responsibilities under SEN/D that those children/vulnerable adults in the setting may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation;
- Recognising the needs of young carers in that they can be more vulnerable or placed at risk. Therefore, being able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers will need to refer into early help social care services for an assessment of their needs;
- All Staff are aware of the available Derbyshire school/college Private Fostering Policy and have an understanding of host families, 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 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 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 should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- All Staff should recognise what is child sexual exploitation and trafficking and know that they should seek advice and how to report any issues / incidents:
- All Staff should recognise a child may be criminally exploited or involved in gang culture and should seek advice and report any issues /incidents;
- When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEN/D;
- All Staff should recognise homelessness and the impact of the pupil facing homelessness, or who is homeless;
- This School/setting 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. A summary of learning for schools is available in this policy appendices D.

- **All Staff have responsibility for the following:**

- To share and report a concern, know how to do this and who to and record where appropriate in the role:



6. Governors, Proprietors and School Leadership are responsible for (and need to ask our school/setting about):

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements;
- Ensure there are robust safer recruitment procedures and a framework of checks, tracking and monitoring;
- That they are up to date with emerging issues in Safeguarding and recognise the 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 liaising with other partners and agencies;
- Ensuring that we have a lead Safeguarding Designated Lead(s) for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in the school/college. 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 and that they have access to the appropriate training and that has updates at least annually and with certified training very two years.
- That a Designated Safeguarding Lead is on the premises and available at all times during the school day and there is a contact for 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 cover at all times 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;
- Ensuring that appointed Designated Safeguarding Leads are fully equipped with the knowledge and skills to carry out the role 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/D alongside other nominated leads in the School/College on these issues;
- We have an appointed teacher who is responsible for looked after children who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and the school's procedures for reporting, responding and recording Child Protection concerns;

- That there are 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) in every case;
- All Staff / anyone who has contact with a child or young person including Governors, volunteers and frequent visitors who will be working in the school/college is 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 the (schools/college) 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 and volunteers 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 ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- That the curriculum will implement sex, relationship and healthy relationship teaching and make the best use of PSHE to cover Safeguarding issues with children in line with the statutory obligations 2020;
- We have in place an on-line Safety Policy equipped to deal with a widening range of issues associated with technology;
- 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 understand the updated definition of child sexual exploitation and expectations around identifying, reporting and responding to any potential or actual cases of;
- 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 Case Referral Pathway 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 (governors and volunteers) are made aware of the schools/colleges Whistle Blowing policy.
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- That all Staff aware of the GDPR 2018 regulations are also does not use that as a reason not to share information about the welfare, health or safety of a child.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.

7. Creating a Safe Environment:

- We will ensure that all Staff 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.
- Where 'extended school' activities are provided by and managed by the setting, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment checks and procedures, insurance and staff suitability. When our children attend offsite activities, we will check that effective child protection arrangements are in place. We will use risk assessment and risk management models to assist us to do this.
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with including making public on our website and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.
- That we 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.
- We 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;
- We recognise that where our school places a pupil we are responsible for the safeguarding of that pupil/student and will check and review those arrangements to reassure ourselves of those safeguarding arrangements and that of the health, safety & wellbeing of that pupil. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement;

8. Recruitment, Staffing:

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all 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;
- If the person has lived or worked outside the UK, make any further checks the school or college consider appropriate;
- Verify professional qualifications, as appropriate. The Teacher Services' system should be used to verify any award of qualified teacher status (QTS);
- Schools/settings must ensure that a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State
- 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, this includes Teaching Disciplinary Regulations, 2012;
- That we make use of the DBS Service where appropriate;
- That applications are scrutinised and further enquiries are made and evidenced around any clarification or need for further exploration;
- 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);

- We must pursue references with measures in place to ensure scrutiny and to verify all potential staff;

- Raise an alert with a senior member of the leadership team if there are gaps in references and / or any missing references;

- That our Volunteers/students/supply 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 all our Governors have the enhanced DBS and other checks that may be required (Section 128);

- 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/college, the local community and or viewed to be inflammatory e.g.- banned political groups

We have provided a full list of staff appointed to the specific roles and responsibilities in safeguarding.

These are listed in Appendices E.

8.1 Supply/Agency Staff

We will induct all work experience and student teachers, and supply them with this safeguarding and child protection policy and other policies deemed relevant for them to carry out their duties, safely and consistently.

The allegations against professionals, volunteers and carers will apply to supply/agency teachers. Whilst this school is not the employer of supply/agency teachers, we will ensure allegations are dealt with properly.

The Governing body/proprietor 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.

As a school we will be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

8.2 Students/Work Placements

We will induct all work experience and student teachers, and supply them with this safeguarding and child protection policy and 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 as a school apply the allegations against professionals, volunteers, and carers criteria if any concerns come to our attention.

If the student on placement is under 18 years of age we will seek advice from the Designated Lead and determine any next steps which may mean using the local safeguarding procedures.

9. Safeguarding Processes and Procedures

The School/setting will deliver its responsibilities for identifying and acting on Emerging Needs, Early Help needs, Safeguarding and Child Protection in line with the policies and procedures identified in the local Safeguarding Partnership.

The Threshold Document is available and assists with meeting a child's needs in Derby and Derbyshire and can be found in the local Safeguarding Partnership Procedures This document should be used to help identify the level of concern and next course of action.

9.1 Emerging Needs / Early Help

All Staff who has contact with a child or young person are made aware of what Early Help means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the Designated Safeguarding Lead, liaising with other professionals and supporting children identified in the school (i.e. potentially vulnerable and those who are vulnerable) who may therefore need Early Help intervention.

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 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.

Starting Point will ask at point of referral into Childrens Services what early help work has been undertaken and that the referral is supported by an Early Help Assessment.

9.2 Needs of Children with a Social Worker

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 Designated Safeguarding Lead 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 Victual School.

9.3 Referring to Children's Social Care

St John's will ensure all Staff know 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 Children's 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:

https://www.derbyshire.gov.uk/social-health/children-and-families/support-for-families/starting-point-referral-form/starting-point-contact-and-referral-service.aspx

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.

Starting Point should 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 has concerns for a child, and if the school are aware that the case is open to an allocated worker in locality, they should discuss with the Allocated Worker or their manager to request escalation to Children's Social Care.

Schools/settings 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.**

Making a referral and referral pathways are found in Appendices F.

9.4 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 recommended GDPR guidelines of all records kept on staff and children, in relation to Safeguarding. We know that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

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 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.

9.5 Recruitment

This school/setting will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the statutory guidance 'Keeping Children safe in Education" and any supporting DBS documentation 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 in all cases for example 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;
- Include at least two questions regarding safeguarding.

We will have 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. We will ensure this record is regularly updated and reviewed in line with National and Local requirements.

For Independent Schools, including Academies and Free Schools, this will also cover all members of the Proprietor body.

We will ensure that all Staff are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed.

We will ensure there is a Staff Code of Conduct, ensuring all Staff are familiar with Safer Working Practices.

This also includes advice on conduct, safe use of mobile phones, use of social media and media based platforms and guidance on personal / professional boundaries in emailing, messaging, or participating in social networking environments and blended/remote learning.

We will ensure that Safeguarding considerations are at the centre of each stage of the recruitment process and if in any doubt will seek further HR and or legal advice.

9.6 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.

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.

We will follow advice on DBS checks as detailed by this guidance and this will include;

- Where relevant a separate Barred Check List has been completed;
- That individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this;
- A check to include a Secretary of State Prohibition Order (Teacher Prohibition Order) and this may mean on Teaching Assistants;
- A Section 28 Direction Check where relevant and on all Governors, which prohibits or restricts a person from taking part in any management of an Independent school, including Academy or Free school.

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

The 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 Local Safeguarding Childrens 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 Head Teacher. Where there are concerns about the Head Teacher 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 to:

- Regardless of whether the school or college is where the alleged abuse took place.
- Allegations against a Teacher who is no longer teaching
- Historical Allegations of Abuse should also be referred to the Police.

In our considerations where it is felt it meets the criteria, or you require advice, 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.

The school will ensure we have followed all the necessary duties and processes under this process and under Whistle Blowing and this will be undertaken in accordance with guidance's:

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

Keeping Children Safe in Education statutory Guidance for schools/colleges

The Local Safeguarding Partnership Procedures, and the schools HR procedures.

10. Important Contacts

A list of important contacts are explained in Appendices G.

11. Management of the Policy

The Governing Body/Proprietor/Trustee will;

- Ensure all governors are effective in the management of safeguarding;
- Ensure all Staff including all other governors and volunteers read and have access to the policy
- That it is displayed on the school's/college's website
- That is overseen to ensure its implementation
- Review its content on an annual basis.

The Head Teacher will report annually on Safeguarding activity and progress within the School/Educational setting to the Governing Body.

An appointed Designated Safeguarding Lead will complete the S175 Safeguarding Audit and with an Action Plan which will be used to report on Safeguarding activity and progress. We will include our safeguarding Link Governor in this activity.

A copy of which will be submitted to the CPM for Schools / Education settings at Derbyshire County Council. This will be held on file & reported to the Derby City and Derbyshire Safeguarding Children's partnership.

The Head Teacher should report any significant issues to the Chair of the Governing Body that may have an impact on Safeguarding in the School/Educational setting and using the processes with the Local Authority to report.

Signed by:

Proprietor/ Chair of Governors Head Teacher/Principal

Date: Date:

Safeguarding link Governor

Date:

Appendix A. Types of Child Abuse

- **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** and child sexual abuse within the family (CSIF) 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 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.

Appendices B. 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 with in 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.

Appendices C. Remote/Offsite Working and safeguarding

Remote/Off-Site Working Advice for Schools

PUBLIC

The aim of this document
To promote the importance of safe working practice and Cyber Security for remote/off-site workers during the COVID-19 Pandemic, and to draw together in one document the various guidance that has been provided by Derbyshire County Council for staff, by Cyber Security Experts and the UK Government.

The purpose of this document
To provide school staff with clear advice for addressing and minimising potential threats to Cyber Security and Data Privacy.
Further information is available from the GDPR in Schools team and Tracy Coates, Senior Community Safety Officer: tracy.coates@derbyshire.gov.uk

Audience
This document is intended for Headteachers, Business Managers, IT Managers and IT Co-ordinators.

Introduction
Cyber-crime is on the increase and simple measures can drastically reduce the likelihood and effects of cyber-attacks. As well as cost implications, physical impact and reputational damage, cyber security breaches can also lead to unauthorised access to information of a sensitive nature. All school staff need to be up to date on the latest cyber security threats and the best methods for protecting data.

Mobile devices are now critical to the functioning of your school. It is vital staff follow school policies for software-updating, backups, and protective-controls such as strong passwords and encryption.

1 School Policy and Procedures
Whilst school staff are working remotely they should still follow school policies and understand their responsibilities relating to confidentiality and security. School policies and procedures protect both individual staff and the school, enabling the school to maintain functions and provide the structure needed to continue to provide services to children and families.

1.1 Take this opportunity to remind users about your Acceptable Usage Policy (AUP). Remind staff not to lend their machines to their children or other members of their family.

1.2 Staff must be conscious of the school's reputation when using communication platforms. Remind staff professional standards apply.

1.3 Keep a printed copy of your procedures and checklists offsite or securely store them in the cloud.

1.4 Remind staff that you can monitor/check their activity as per your policies and terms and conditions of employment. At home, staff may 'forget' they are using work devices and the delineation is more blurred.

1.5 Have a designated method for staff to send critical messages (health, safety, mental health, security incident) quickly and securely. Consider how this would work if the issue was IT related.

1.6 If using file sharing services be sure to check who has 'modify or read-write' access, who can view and who is the document owner. Ensure there is access to school policies and key documents for staff.

Remote/Off-Site Working Advice for Schools Issued April 2020 © Education Data Hub

Appendices D. Learning from Serious Case Reviews (SCRs) and Serious Incident Learning Reviews (SILRs) 2016-2019

The Derby City and Derbyshire Safeguarding Children partnership recognises the importance of learning and improving from our experiences in this area. A range of learning briefings are available to schools from SCRs and SILRS (Serious Incident Learning Reviews).

In 2016/17 in summary form we learnt that:

- The importance of authoritative practice;
- To be alert to disguised compliance;
- The importance pf professional curiosity;
- To be alert to the possibility of abuse;
- That all professionals to consider the need for an Early Help Assessment;
- Hear the voice of the child;
- Understand and record the child's lived experience.

In 2018/19 we learnt that:

- 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 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.

From Recently Published findings Derby City and Derbyshire 2020 (school aged children).

From 2015 analysing 10 cases, themes:

- Parental mental ill health 5 cases
- Domestic abuse 4 cases
- Parental substance misuse 3 cases Parental vulnerabilities 4 cases
- Think Family 3 cases
- Failure to identify abuse 5 cases
- Improving risk assessment 7 cases
- Information sharing 9 cases

Theme Neglect:

- A Feature in the abuse of 4 babies, 1 Pre-school, and 6 school age cases
- Parental vulnerabilities features in 3 of the cases of babies
- Missing education was a feature of 5 of the cases of older children
- Improving assessment featured as a learning area in 6 of the 11 cases (4 cases older children)
- Information sharing was a feature of 9 of the 11 cases

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and leaning relevant for schools /colleges can be found on the Derbyshire Safeguarding Childrens Board website

Appendices E. Roles and Responsibilities in safeguarding at St John's CofE Primary School and Nursery

The Senior Designated Safeguarding Lead is: **Mrs Mieke Carvell**

The Deputy Designated Safeguarding Lead is: **Mr Roger Averis**

The Appointed Teacher for Looked after children/virtual School:
Miss Claire Cooper

The Appointed Teacher for SEND: **Mrs Karen Heer**

The Designated Lead(s) is/are for Anti- Bullying: **Mrs Deborah Girling**

The Designated Link Governor for Safeguarding is: **Miss Rachael Grime**

The Designated Link Governor for Anti- Bullying is: **Miss Rachael Grime**

The Designated link Governor for Looked after Children (Child in Care) is:
Mrs Rachael Grime

Appendices F. 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 eg- dogs, weapons.
-

(You can add any flowcharts here on how to make and making a referral you have developed)

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 eg- 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 so as to:

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

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

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

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

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

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

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

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

Parental Consultation

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

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

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

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

Appendices G. 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 Childrens 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

(If you border another local authority and have children not living in Derbyshire you should add here those points of contacts and for making referrals into social care and the police)

Annex (use only if relevant to your school/setting)

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. (*Include this appendix therefore only if this applies to your setting)*

- **Schools are not required to have separate policies to cover EYFS requirements provided the requirements are already met through an existing policy.**
- These policies and procedures should be recorded in writing.

EYFS Safeguarding and Welfare Requirements - Policies and Procedures:

Source: **Early Years Foundation Stage Statutory Framework** (revised 2017) and Ofsted's **Inspecting Safeguarding in Early Years, Education and Skills Settings** (2019)

Child Protection	3.4 – 3-8 (see above)	The Safeguarding Policy and procedures **must** include: • an Allegation being made against a member of staff (This is included in this schools overarching model child protection & safeguarding policy) • the use of mobile phones and cameras in the setting *(refer here to the guidance where this is clear and explained in your school and additional guidelines expected in nurseries around use of cameras on premises)*
Suitable Person	3.9 - 3.13	Providers **must t**ell Staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). This is explained in more detail in our overarching model child protection & safeguarding policy. Providers **must** also meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm. This is explained in more detail in our overarching model child protection & safeguarding policy.
Disqualification	3.14 - 3.18	A provider or a childcare worker may be disqualified from registration. Where a person is disqualified, the provider must not employ that person in connection with early years provision. Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children. A provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed.

		The information **must** be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.
Staff taking medication/other substances	3.19	If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. Providers **must** ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.
Staff qualifications, training, support and skills	3.20 – 3.26	Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety.
Key Person	3.27 –	Each child **must** be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. In schools this will often be the teacher.
Staff: child ratios –	3.28 – 3.43	Providers **must** inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing.
Staff: child ratios –	3.28 – 3.43	Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible. The ratio and qualification requirements below apply to the total number of staff available to work directly with children.

Staff: child ratios (cont)		**For children aged two:** • there must be at least one member of Staff for every four children • at least one member of Staff must hold a full and relevant level 3 qualification • at least half of all other Staff must hold a full and relevant level 2 qualification **For children aged three and over in maintained nursery schools and nursery classes in maintained schools**: • there **must** be at least one member of Staff for every 13 children • at least one member of staff must be a School Teacher as defined by section 122 of the Education Act 2002 • at least one other member of Staff must hold a full and relevant level 3 qualification **Reception classes** in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. **Where schools have provision run by the governing body (under section 27 of the Education Act 2002) for three- and four-year-olds** who are not pupils of the school, they can apply: a 1:13 ratio where a person with a suitable level 6 qualification is working directly with the children; or a 1:8 ratio where a person with a suitable level 6 qualification is not working directly with children but at least one member of staff present holds a level 3 qualification. **Where children in nursery classes attend school for longer than the school day or in the school holidays, in provision run directly by the governing body** or the proprietor, with no teacher present, a ratio of one ember of staff to every eight children can be applied if at least one member of staff holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

Staff: child ratios –	3.28 – 3.43	Some schools may choose to **mix their reception classes with groups of younger children** (nursery pupils, none pupils or younger children from a registered provider), in which case they must determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group. In exercising this discretion, the school must comply with the statutory requirements relating to the education of children of compulsory school age and infant class sizes. Schools' partner providers must meet the relevant ratio requirements for their provision. Where the provision is solely before/after school care or holiday provision for children who normally attend Reception class (or older) during the school day, there must be sufficient staff as for a class of 30 children. It is for providers to determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children. It is also for providers to determine what qualifications, if any, the manager and/or staff should have.
Health	3.44 – 3.46	Schools **must** have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill. Providers **must** have and implement a policy and procedures, for administering medicines.
Food and drink	3.37 - 3.49	Where children are provided with meals, snacks and drinks, they **must** be healthy, balanced and nutritious. Before a child is admitted to the setting the provider must also obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water must be available and accessible at all times. Providers must record and act on information from parents and carers about a child's dietary needs. There **must** be an area which is adequately equipped to provide healthy meals, snacks and drinks for children as necessary. There must be suitable facilities for the hygienic preparation of food for children. Providers must be confident that those responsible for preparing and handling food are competent to do so. In group provision, all staff involved in preparing and handling food must receive training in food hygiene. Registered providers must notify Ofsted of any food poisoning affecting two or more children cared for on the premises.

Accident or Injury	3.50 – 3.51	Registered providers must notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.
Smoking	3.56	Wider legislation **must** be met (i.e. signage and no smoking in cars with children)
Premises		
Risk Assessment	3.64	Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.
Outings	3.65 – 3.66	A trained paediatric first aider must be available on all trips.
Special educational need	3.67 - 3.68	No policy requirement stated – however in 'Inspecting safeguarding in early years, education and skills settings' document this must be in the child protection policy – see bottom of page.
Information and Records	3.68 – 3.71	Providers **must** enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, providers should incorporate parents' and/or carers' comments into children's records.
Information about the child	3.72	No policy requirement stated

Information for parents and carers	3.73	Details of the provider's policies and procedures should be published and they must make copies available on request, including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
Complaints	3.74 – 3.75	Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers, and must keep a written record of any complaints, and their outcome.
Changes that must be notified to Ofsted **Changes that must be notified to Ofsted -**	3.77 – 3.78 3.77 – 3.78	All registered early years providers **must** notify Ofsted of any change: • in the address of the premises (and seek approval to operate from those premises where appropriate); to the premises which may affect the space available to children and the quality of childcare available to them • any proposal to change the hours during which childcare is provided; • any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children • where the early years provision is provided by a company, any change in the name or registered number of the company • where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the 'nominated individual' • where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body

Inspecting safeguarding in early years, education and skills settings – Ofsted 2019

Page 7	• Leaders and managers have put in place effective Child Protection and staff behaviour policies that are well understood by everyone. • All staff and other adults are clear about procedures where they are concerned about the safety of a child or learner.
Page 10	• All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child or learner. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners. This is explained in more detail in our school overarching child protection & safeguarding policy.
Page 11	• Consider the content, application and effectiveness of safeguarding policies and procedures and the quality of safeguarding practice, including evidence that staff are aware of the signs that children or learners may be at risk of harm either within the school or in the family or wider community.
Page 12	• child protection/safeguarding and staff behaviour policies and procedures are in place, consistent with government guidance, refer to locally agreed multi-agency safeguarding arrangements and are regularly reviewed • staff, leaders and managers recognise that children and young people are capable of abusing their peers and this risk is covered adequately in the child protection or safeguarding policy • the child protection or safeguarding policy reflects the additional barriers that exist when recognising the signs of abuse and neglect of children who have special educational needs and/or disabilities
Page 13	• The school has clear policies and procedures for dealing with children and learners who go missing from education, particularly those who go missing on repeat occasions.
Page 15	• …. school is implementing its safeguarding policy and processes effectively and keeping them under review.

DfE Statutory Framework for the Early Years Foundation Stage 2017

DfE Inspecting Safeguarding in Early Years Education & Skills – (September 2019)