



Firs Estate Primary School

Child Protection & Safeguarding Policy

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Introduction

This document outlines Firs Estate Primary School's Child Protection and Safeguarding Policy. It applies to all adults, including volunteers working in or on behalf of the school.

Child protection is defined as safeguarding and promoting the welfare of children by:

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

Everyone working in or for our school, shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings;
- Identifying children who may be in need of extra help, or are suffering or likely to suffer significant harm, and taking the appropriate action including working with other services as needed.

We will ensure that parents and our partner agencies are aware of our Child Protection and Safeguarding Policy by raising awareness at initial meetings with parents of new pupils and ensuring that it is on the school website.

Policy Aims

The aim of this policy is to outline how the school will:

- maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- ensure children know that there are adults at school whom they can approach if they are worried.
- include opportunities in the curriculum for children to develop the skills they need to stay safe.
- develop awareness for all staff regarding their role in safeguarding.
- ensure that all staff are aware of the referral procedures within the school.
- monitor all pupils judged to have safeguarding concerns.
- ensure that outside agencies are involved as appropriate.
- fulfil our legal duty to report any child protection concerns to the social care.
- provide information for parents/carers.
- practise safe recruitment.

The policy will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

Context

This policy enables Firs Estate Primary School to carry out our functions with a view to safeguarding and promoting the welfare of children under sections 175 and 157 of the Education Act (2002). The policy is in line with the following legislation and guidance:

- Working Together to Safeguard Children (2015)
- Children Act 1989 and 2004
- Keeping Children Safe in Education (2016)
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)
- What to do if you think a child is being abused (2015)
- Safeguarding Children and Safer Recruitment in Education Guidance (DfES 2007)
- Protection of Freedoms Act (2012)
- CSE definition and guide for practitioners (2017)

The policy is consistent with Derby and Derbyshire Safeguarding Children web-based procedures which can be found at www.derbyscb.org.uk. The school will adhere to the Derby and Derbyshire Safeguarding Children procedures.

Safeguarding the welfare of children is more than purely child protection; it should permeate all activity and functions. This policy therefore complements and supports a range of other school policies and procedures including;

- Single Central Record
- Safer Recruitment Policy
- Staff Discipline Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Managing Allegations against a Member of Staff Policy
- Health and Safety Policies
- Educational Visits Policy
- First Aid procedures and Medical Needs
- Intimate Care Policy
- Reasonable Restraint Policy
- Internet /e-safety Policy
- Anti-bullying Policy
- SRE Policy

Principles

Safeguarding arrangements in the school are underpinned by the 2 key principles:

- Everyone including all governors, staff, students, trainees and volunteers have a responsibility and role to play to safeguard and promote the welfare of children.
- When concerned about the welfare of a child, staff will always act in the best interests of the child. The school operates a child-centred approach taking into account children's views. Where appropriate, and providing this does not put a child at greater risk of harm, the child's wishes and feelings will be taken into account when determining any actions to be taken in order to protect them. This is done by ensuring there are systems in place for children to express their views and give feedback.

Safeguarding Roles and Responsibilities of School Staff

All adults working in, or on behalf of the school have a responsibility to safeguard and promote the welfare of children. This includes:

- Responsibility to provide a safe environment in which children can learn.
- To identify children who may be in need of extra help or who are suffering, or are likely to suffer significant harm. All staff then have a responsibility to take appropriate action, working with services as needed.

Staff induction will include organisation vision, aspirations and expectation of all staff as well as what is considered acceptable and what is not. They will also receive information about systems within the school which support safeguarding. This includes the Child Protection & Safeguarding Policy, Staff Code of Conduct and the Staff Handbook. Staff will also be informed of the role of the Designated Safeguarding Lead (DSL) and the name of the Designated Safeguarding Governor.

All staff will:

- Read and sign to say that they have read and understood Keeping Children Safe in Education part one: safeguarding information for all staff (September 2016).
- In addition, as a minimum: all staff with direct contact – should also read annex A
- Head teachers & DSL should read the whole document and ensure that annex B is included in their job description
- Governors should read parts 2 & 4 (Nominated Governor should read the whole document. Anyone involved in recruitment or the SCR should read 3 & 4 & Annex F & G.
- Admissions staff should read Annex A first section
- ICT staff should read Annex C
- Receive safeguarding training at least every year so they are equipped with the knowledge and skills to keep children safe.

Use of Mobile Phones

All adults working or supporting any child in school should refer to **page 13** of the Code of Conduct in relation to the use of mobile phones in school or on extended school outings.

Use of the Internet/electronic communications

All adults working or supporting any child in school should refer to pages **13-15** of the Code of Conduct in relation to the use of the internet, any social media or electronic communication devices in relation to their role in school or any reference to school in general. There is also a whole school E-Safety Policy.

We will engender the principle that safeguarding is 'everyone's responsibility'.

Roles and Responsibilities of Governors

The Governing Body has the responsibility to ensure that the school complies with safeguarding duties under legislation. Safeguarding is a standing item at all governing body meetings.

The Governing Body will ensure:

- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2015) by:
 - Contributing to a co-ordinated offer of early help when low level or emerging needs of children are identified;
 - Contributing to inter-agency support to children subject to Child in Need or Child Protection plans; and
 - Allowing access for Children's Social Care to conduct or consider conducting an assessment.
 - Allowing access for police and other agencies when investigating issues relating to child protection.
- The school's safeguarding arrangements take into account procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Derby and Derbyshire Safeguarding Children Boards (DSCBs). This includes co-operation between partner agencies and providing information to the Derby SCB to allow it to perform its functions.
- The Chair of the Governing body will liaise with the Local Authority Designated Officer (LADO) (also known as Designated Officer) and partner agencies in event of any allegations of abuse made against the Headteacher.
- There is an effective Child Protection & Safeguarding Policy which is consistent with DSCB procedures, along with a Staff Code of Conduct. These will be provided to all staff on induction and will be updated annually. The Child Protection and Safeguarding Policy is available on the school website.
- All policies and procedures adopted by the governing body, particularly concerning referrals of suspected abuse and neglect, are followed by staff.
- A member of the Senior Leadership Team is appointed to the role of Designated Safeguarding Lead (DSL); they will have the appropriate authority and given time, funding, training, resources and support to fulfil their role effectively. A Designated Deputy Safeguarding Lead will also be appointed.
- The DSL will undergo training at a minimum every two years. The Headteacher and other staff will also undergo child protection/safeguarding training every two years which will be consistent with the DSCB guidance Training Pathways for Education Providers.
- There is consideration about how children may be taught about safeguarding, including on-line, through teaching and learning opportunities.
- People who pose a risk of harm are prevented from working with children by:
 - Adhering to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers are appropriately supervised.
 - Having written recruitment and selection policies and procedures in place.
 - The presence of at least one person on any appointment panel who has undertaken Safer Recruitment Training.
- There are procedures in place to handle allegations of abuse against staff and volunteers and that such allegations are referred to the LADO/Designed Officer at the Local Authority.

- That procedures are in place to make a referral to the Disclosure and Barring Service when the criteria has been met.
- There are procedures in place to handle allegations against other children.
- There are systems in place for children to express their views and feedback.
- A Designated Teacher will be appointed to promote the education achievement of children who are looked after who has appropriate training. Staff will have the skills, knowledge and understanding to keeping looked after children safe.
- There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions.
- Any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to their attention are addressed without delay.

At Firs Estate Primary School the Designated Safeguarding Governor is:

Mrs Mo Pateman & Mr John Gordon

Roles and Responsibilities of the Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented.
- Resources are allocated to enable the Designated Safeguarding Lead (DSL) and other staff to discharge their responsibilities.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children.
- Children's safety and welfare is addressed through the curriculum.
- Education Welfare Staff, Derby City Welfare Call and Social Workers are informed immediately when a child who is looked after or subject to a child in need plan or a protection plan goes missing (DSCB Safeguarding Children procedures chapter 1.6.7). Also please refer to Missing Children Protocol – Feb 2016
- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date.

Roles and Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL is a senior member of staff who will:

- co-ordinate the schools safeguarding and child protection arrangements by providing advice and support to other staff on child welfare and child protection matters
- take part in strategy meetings and inter-agency meetings and /or to support other staff to do so
- contribute to the assessment of children
- liaise with the local authority and works with other agencies in line with Working Together to Safeguard Children (2016). Where there are serious/complex needs or child protection concerns, this includes referrals to Children's Social Care. In exceptional circumstances, i.e. in an emergency or concern that appropriate action hasn't been taken, staff members can speak directly to Children's Social Care.

The school also has a deputy DSL to cover for when the DSL is not available.

See appendix 7 for further information about the Role of the Designated Safeguarding Lead (DSL).

At Firs Estate Primary School the Designated Safeguarding Lead is:

Mrs Paula Martin (Headteacher)

The Deputy Designated Safeguarding Lead is: Carolyn Mugglestone (Safeguarding & Family Support Manager)

Roles and Responsibilities of other School Staff

Staff have a responsibility to:

- Discuss concerns with the Designated Safeguarding Lead
- Seek clarity from the DSL on situations they are unsure of
- agree if any action is needed and what that action will be
- record all safeguarding concerns (using the school (blue welfare concerns form) and forward this to the DSL or C Mugglestone.
- work with the DSL and where appropriate support Social Workers to take decisions about individual children

All staff, including volunteers and temporary staff must have an understanding of how the school safeguards and promotes the welfare of children, including the school child protection policy, their role and responsibilities in this and how to report any concerns. There is a link to the DSCB 'e learning safeguarding training and guidance' which all adults are directed to when joining Firs Estate Primary School.

Other Key Safeguarding Contacts

- Children's Social Care
 - First Contact Team 01332 641172
 - Careline (out of hours service) 01332 786968
- Local Authority Designated Officer (LADO) 01332 642376
- Local Police Station 101
- Locality Multi-agency Team (MAT) 01332 642254
- Early Help Advisor 01332 642848
- Education Welfare Officer 01332 641438
- *CSE Manager for LA – Mandy McDonald* 01332 717818

Safe Environment

Firs Estate Primary School adopts an open and accepting attitude towards children as part of our responsibility for pastoral care. Children, parents and staff are free to talk about any concerns and will see the school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children encouraged to seek help from school staff.

Safeguarding as part of the Curriculum

Through PSHE and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint.

Vulnerable Children

We recognise that some children will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- Disabled or have special educational needs
- Living in a known domestic abuse situation
- Affected by known parental substance (drugs and/or alcohol) misuse
- Asylum seekers/refugees
- New communities
- Living away from home, including private fostering arrangements
- Vulnerable to being bullied, or engaging in bullying
- Go missing from school, particularly on repeat occasions
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Are at risk of sexual exploitation
- Young carers
- Looked after children
- Do not have English as a first language.

Special consideration may include the provision of safeguarding information, resources and support services in community languages and accessible formats.

Working with parents and carers

We recognise the importance of working with together with parents/carers to educate as well as safeguard and promote the welfare of children.

At Firs Estate Primary School we will ensure that;

- We work with parents positively, openly and honestly.
- Parents are encouraged to discuss their issues or concerns about safety and welfare of children, and they will be listened to and taken seriously.
- We will provide parents with information about the support available to keep children safe within the school, locally and nationally.

Taking Action on Concerns

At Firs Estate Primary School we ensure that;

- In an emergency the action necessary to help the child is taken, e.g. calling 999.
- Concerns are reported to the DSL or their deputy as soon as possible and by the end of the day at the latest.
- If the DSL or their deputy is not around, the information is shared with the most senior person in the school that day and ensure action is taken to report complex/serious or child protection concerns to Children's Social Care.
- Information is shared on a need-to-know basis only.
- Records of the concern are kept.

Derby and Derbyshire Safeguarding Children Procedures

Firs Estate Primary School expects all staff to follow the Derby and Derbyshire safeguarding children procedures which can be found on the DSCB website www.derbyscb.org.uk.

Dealing with disclosures

Disclosures will be dealt with sensitively. Key points to note are:

- Concerns about a child's safety or welfare must be passed on to the DSL
- Confidentiality should never be promised to the child
- The adult should listen rather than ask questions
- The adult should remain calm and not over react
- The conversation should be recorded, signed and dated by the person the disclosure has been made to and passed on to the DSL

Notifying parents

The school will normally seek to discuss any needs or concerns about a child with their parents or carers unless it would increase the risk to the child. In this case, advice will first be sought from Children's Social Care.

Getting help for the child

If a referral to Social Care is not considered appropriate, the school may consider:

- Completing or contributing to an Early Help Assessment
- In-school support that can be offered, such as Learning Mentor
- Referral to other services that may include, Health, CAMHs, MAT Team, Lighthouse, VCM, Behaviour Panel

If referral to Social Care is made then the following actions will apply:

Action following referral

The DSL or other appropriate member of staff will:

- Follow up the referral in writing within 24 hours using any existing assessment e.g. Early Help Assessment or the child referral form.
- Maintain contact with the allocated Social Worker.
- Contribute to the strategy discussion or meetings.
- Provide a report for, attend and contribute to any initial and review child protection conference.
- Share the content of this report with the parent and if appropriate the child, prior to the meeting.
- Attend core group meetings for any child subject to a child protection plan or child in need meeting for any child subject to a child in need plan.
- If the child's situation does not appear to be improving the DSL should press for re-consideration. See DSCB Escalation policy.

Confidentiality and Sharing Information

The school will operate with regard to HM Government Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015) and Derby and Derbyshire Safeguarding Children Boards' Information Sharing Agreement and Guidance for Practitioners (2014). All staff will be mindful of the seven golden rules to sharing information (Appendix 2).

Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Children's Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless by doing so would increase risk.

Record keeping

Records of concerns documentation and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Safeguarding information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held. Copies of these records will be securely sent to any school which the child transfers and a confirmation of receipt obtained.

Safer Recruitment and Selection of School Staff

Firs Estate Primary School has robust recruitment and selection procedures that minimise the risk of employing people who might abuse children, or are otherwise unsuitable to work with them. A full range of checks are completed which are carried out to minimise the possibility of children and young people suffering harm from those they consider to be in positions of trust.

We ensure that all appropriate measures are applied in relation to everyone who works in the school, including volunteers and staff employed by contractors. This is an essential part of creating a safe environment for children and young people.

Everyone who works in the school, including volunteers will have appropriate Disclosure and Barring (DBS) and disqualification by association checks. See DBS policy statement.

Firs Estate Primary School ensures that at least one member of any interviewing panel has successfully completed Safer Recruitment Training at present this is Mrs Paula Martin - Headteacher. There is a rolling programme in place for Safe Recruitment Training for Governors.

'Extended school' and off site arrangements

Where extended school activities are provided by and managed by the school, Firs Estate Primary School safeguarding policy and procedures apply.

If other organisations provide services or activities on site we the school will check that they have appropriate procedures in place.

When Firs Estate Primary School children attend offsite activities, effective child protection arrangements will be in place.

Allegations against staff (including volunteers)

It is important that anyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. Concerns expressed by staff, children, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

Firs Estate Primary School will always comply with the Derby and Derbyshire Safeguarding Children Procedures, chapter 2.2, Allegations against Staff, Carers and Volunteers also Whistle Blowing Policy. There is also a Physical Intervention Policy in place.

- The Headteacher or Chair of Governors should immediately discuss the allegation with the Local Authority Designated Officer (LADO). This should take place within one working day; see other key safeguarding contacts list on page 8. The discussion will consider the nature, content and context of the allegation and agree a course of action.
- The Headteacher will inform the Chair of Governors of any allegation.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff.
- If consideration needs to be given to the individual's employment, advice will be sought from HR.
- All staff are aware of the NSPCC – Whistleblowing helpline - 08000280285

Types of abuse and possible indicators

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger e.g. via the internet. An adult or adults, child or children may cause the abuse.

Where a child is disabled, injuries or behavioural symptoms may mistakenly be attributed to his/her disability rather than the abuse. Similarly, where a child is black or from a minority ethnic group, aggressive behaviour, emotional and behavioural problems and educational difficulties may be wrongly attributed to racial stereotypes, rather than abuse. Cultural and religious beliefs should not be used to justify hurting a child.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child¹.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens². Babies and disabled children also have a higher risk of suffering physical abuse.

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained;
- Bruises or cuts;
- Burns or scalds; or
- Bite marks³.

Emotional Abuse

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 in so far 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 capacity, as well as over protection 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 cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

¹ HM Government (March 2015) Working Together to Safeguard Children, page 92

² Brandon et al., (2010) Building on the learning from Serious Case Reviews: A two year analysis of child protection database notifications 2007-2009, Department for Education, 2010

³ HM Government (March 2015) What to do if you're worried a child is being abused: advice for practitioners

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual Abuse

Sexual abuse is any sexual activity with a child. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in a 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.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

Radicalisation and Extremism

This is a safeguarding issue and will be treated in the same way as any other concern relating to a child or young persons well-being or safety. The expectation on any person supporting a child in Firs Estate Primary is to report any concern to the DSL and record accordingly

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and Chief Officer of the local police. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel

Child Sexual Exploitation (CSE)

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

Firs Estate Primary School has a **CSE Champion** – Mrs Carolyn Mugglestone who has had additional training.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Neglect

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care givers)
- Ensure access to appropriate medical care or treatment

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

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

Female Genital Mutilation (FGM)

At Firs Estate Primary School we need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Section 5b of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon schools to report to the police where they discover that FGM appears to have been carried out. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them.

Seven Golden Rules to Sharing Information

1. **Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing**, but provide a framework to ensure that personal information about living persons is shared appropriately.
2. **Be open and honest** with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** for other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the person where possible.
4. **Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is a good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, adequate, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, it shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

*Taken from Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, (2015)
HM Government*



Firs Estate Primary School

For completion by the Child Protection Lead

Analysis:

(include impact on the child, whether the child is in danger and whether parents have been contacted)

This section completed by:

Seek advice from Social Services: YES / NO Date & Time:

Comment:

Date & Time:**Action Needed:****More info needed at present? YES / NO**

Comment:

Monitoring of Situation: YES / NO

Comment:

Formal referral to Social Services: YES / NO

Comment

Feedback given to originating member of staff: YES / NO

Date & Time:

Issues for the child, if any:

Firs Estate Primary School
Safeguarding Recording Form - Contact to/from Children's Social Care

| Name of Child/Children | Class & Year Group | Date & Time |
|--|--------------------|-------------------|
| | | |
| Contact with; | Number | Agency & Location |
| | | |
| Level of concern- Child Protection Plan/CIN/TAF-EHA/Initial Assessment | | |
| Area of Concern: | | |
| Action taken/outcome: | | |
| Follow up meeting/core group/professionals mtg/health screen: | | |
| Date & Time & Location | | |
| Signed: | | |

Appendix 5

Firs Estate Primary School

Core Group Recording Form

| Name of child/family | Class & Year group | Date & Time of meeting |
|--|--------------------|------------------------|
| | | |
| Reason for meeting | | Location of meeting |
| | | |
| Present/Apologies: | | |
| History/Context/timeline of support or events: | | |
| School input & Professional input: | | |
| Action points & next steps: | | |
| Date - time - location of next meeting: Signed: | | |

Derby Children's Social Care Child Referral Form

Appendix 6

This referral form should be used to support a telephone referral to Derby Children's Social Care and should be submitted within 48 hours of the call. It can also be used to make non urgent referrals. Please mark '*Private and Confidential*' and post to Ashtree House, 218 Osmaston Road, Derby, DE23 8XJ.

Section 1: Details of the child/family you wish to refer

Referral date:

Details of all children or young people living at the household

| First Name | Surname | DOB/EDD | Gender | Ethnicity | Disability | Who has PR* |
|------------|---------|---------|--------|-----------|------------|-------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

*Parental Responsibility

Family and other household members

| First Name | Surname | DOB | Gender | Ethnicity | Disability |
|------------|---------|-----|--------|-----------|------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Household address

Postcode: Telephone:

Section 2: The referrers contact details

| Name | Job title/Role | Agency address |
|--------------|----------------|----------------|
| | | |
| Phone number | | Email |

- Have you spoken with someone in Children's Social Care already? Yes No
- Are you likely to have on-going contact with this family? Yes No

Section 3: Reason for referral

- Have you spoken with someone in Social Care already? Yes Date: No

- Have you completed an Early Help Assessment? Yes No

If 'Yes', complete sections 3, 6 and 7 only and attach a copy of the EHA and TAF documents to this referral form.

If 'No', why have you been unable to complete the EHA?

Reason for referral. Please give:

- A summary of the key issues, concerns and risks
- Your view on the level of urgency
- What, if anything, has been done in relation to this already
- Details of what you are asking for from Children's Social Care.

Please attach all relevant assessments or reports.

Threshold scaling

Using the information you have provided please tick the safety and well-being scale below to indicate what level of need you consider this referral suggests.

- Low level need**
Where need is relatively low and where individual services and universal services may be able to address the child's needs without the involvement of other services.
- Emerging need**
Where a range of early help services may be required. Co-ordinated through an Early Help Assessment where there are concerns for a child's well-being or a child's are not clear, not known or not being met.
- Complex or serious needs**
Where without the intervention the child would become at risk of significant harm or the needs are such that without intervention the child's health or development would be seriously impaired. Help is provided as a child in need under Section 17 of the Children Act (1989) via a specialist in-depth assessment and following this at least initial co-ordination of services via the Social Worker.
- Child protection concerns**
Where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm because of abuse or neglect. Under Section 47 of the Children Act 1989, local authority Children's Social Care must make enquiries and decide if any action must be taken to protect the child.

Information sharing

- Have you discussed this referral with the child/young person? Yes No
- Have you discussed the referral with the person with PR? Yes No
- Has the child/young person/person with PR given their consent for other agencies to be contacted? Yes No

If any agencies have been excluded from this, please state which:

- Are you aware of any risks to staff from any member of the household? Yes No

If 'Yes' please give details:

Anonymity

There is an expectation that when making a referral, professionals inform the family of the referral and identify themselves as part of the referral process. Information regarding the identity of the referrer will normally be shared with the family. If you consider that identifying

you as the referrer will place you at level of risk, please explain below. A Social Worker will discuss this with you.

- Do you need to remain anonymous? Yes No

If 'Yes', please explain why?

| |
|--|
| |
|--|

Section 4: Other family or household members or significant others

e.g. parents, stepparents, grandparents, half siblings, step siblings or adult siblings.

| First name | Surname | DOB | Gender | Ethnicity | Disability | Relationship to child |
|------------|---------|-----|--------|-----------|------------|-----------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Address if different

| Name | Address and postcode |
|------|----------------------|
| | |
| | |
| | |

Section 5: Other professionals/agencies involved

| Child/young person | Nursery/school/college | GP/Medical Centre |
|--------------------|------------------------|-------------------|
| | | |
| | | |
| | | |

Are other professionals or agencies involved other than the above? Yes No If 'Yes', the name and address/work base of the other professional/agency

THE ROLE OF THE Designated Safeguarding Lead (DSL)

To be effective they must:

- act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff
- ensure each member of staff has access to, and is aware of, the school's child protection policy. This is essential for staff that are part time or work with more than one school, such as Connexions personal advisors, trainee teachers and supply teachers
- liaise with the head teacher to inform him/her of any issues and on-going investigations and ensure there is always cover for the role
- ensure the school's child protection policy is updated and reviewed annually and work with the designated governor for child protection about this
- be able to keep detailed, accurate, secure written records of referrals/concerns
- ensure parents see copies of the child protection policy to alert them to the fact that the school may need to make referrals. Raising parent's awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child
- where children leave the school roll, ensure their file is transferred to the new school as soon as possible, This can be done **electronically**. If a child leaves and the new school is not known, the DfES should be alerted so that these children can be included on the database for lost pupils.

THE ROLE OF THE GOVERNING BODY

A governing body should sanction a robust child protection policy, review the policy annually, monitor and evaluate its effectiveness and be satisfied that it is being complied with. It should ensure that a designated teacher together with a nominated governor for child protection are in place.

It should recognise the importance of the role of the designated teacher and support them, ensuring the training necessary to be effective is undertaken. Ensure cover is provided when needed and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on-going child protection issues.

It should recognise the contribution the school can make to helping children keep safe through the teaching of self protection skills and encouragement of responsible attitudes to adult life through the Personal, Social and Health Education/Citizenship curriculum.

The governing body should ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to The Education (Prohibition from Teaching or Working with Children) Regulations 2003.

This area of governance has to be handled with great sensitivity. All governing bodies should:

- approve the school policy and procedures in accordance with the Derby Area Child Protection Committee procedures
- monitor and evaluate annually the school child protection policy
- consider the appointment of a nominated governor usually the chair - who would liaise with the Head Teacher/child protection co-ordinator over child protection issues.

The role of the nominated governor

The nominated governor for child protection will need to be familiar with local Area Child Protection Committee procedures, LA procedures and guidance issued by the DfE. They will work with the designated teacher responsible for child protection to produce the child protection policy. It will be their duty to liaise with relevant agencies if any allegations are made against the Head Teacher. They should undertake the training available for nominated governors. The nominated governor should ensure that child protection is an annual agenda item for their governing bodies.

If you are your school's Child Protection Governor you will need to ensure that an annual item is placed on the governor's meeting agenda to report on:

- Changes affecting child protection policy, procedures
- training undertaken by designated teachers and other staff
- the number of incidents/cases (without names or details as this is strictly confidential)
- the place of child protection issues in the school curriculum
- be responsible for the oversight of procedures relating to liaison with the Education Service, Social Services and the Police in relation to any allegations of child abuse made against the Head Teacher.

