FURNESS VALE PRIMARY SCHOOL
CHILD PROTECTION AND SAFEGUARDING POLICY

1 Introduction and Context

1.1 Our responsibilities

Furness Vale Primary School fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how the School/college will deliver these responsibilities. This policy should be read in conjunction with:

'Working Together to Safeguard Children' (2015) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link:
http://www.workingtogetheronline.co.uk/index.html

"Keeping Children Safe in Education" (July 2015), which is the statutory guidance for Schools and Colleges. The guidance is available via the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf

Also on LID- (The Leaning in Derbyshire) website- **www.derbyshire.inthehive.net**

"What to Do if Worried a child is being Abused: Advice for Practitioners". March 2015. The guidance is available via the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

"**Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers**". March 2015. The guidance is available via the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

"The Prevent Duty Departmental, advice for Schools and child care providers June 2015. The guidance is available via the following link:
https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

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

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

1.2 Our Principles

Safeguarding arrangements at Furness Vale Primary are underpinned by three key principles:

- Safeguarding is everyone's responsibility: all Staff, Governors and Volunteers should play their full part in keeping children safe.
- That Furness Vale operates a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.
- That all Staff, Governors and Volunteers have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, Governors and Volunteers should feel confident that they can report all matters of safeguarding children in the School or College where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.

1.3 Our Policy

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

- The types of abuse that are covered by the policy;
- The signs of abuse that Staff and Volunteers should look out for;
- Roles and responsibilities for Safeguarding;

- Expectations of Staff and Volunteers with regard to Safeguarding, and the procedures and processes that should be followed, including the support provided to children;
- How the School will ensure that all Staff and Volunteers are appropriately trained, and checked for their suitability to work within the School;
- How the policy will be managed and have its delivery overseen.

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

2 Types of Abuse

2.1 Children who may require early help

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

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme

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

2.2 Child Abuse

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2013) which is defined in the 'Keeping Children Safe in Education Statutory Guidance 2015' as:

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

- **Emotional Abuse -** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- **Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
    - Provide adequate food, clothing and shelter.
    - Protect a child from physical and emotional harm or danger.

- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.
- Respond to a child's basic emotional needs

Bullying and forms of bulling 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 see **School Bullying Policy.**

2.3. Specific Safeguarding Issues

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

- **Child Sexual Exploitation (CSE)**
- **Domestic Violence**
- Drugs
- Fabricated or induced illness
- Faith abuse
- **Female Genital Mutilation (FGM)**
- **Forced Marriage**
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Mental Health
- **Private Fostering**
- **Radicalisation**
- **Sexting**
- **Teenage Relationship abuse**
- **Trafficking**

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

3 Signs of Abuse

3.1 Physical Abuse

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

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

The physical signs of abuse may include:

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

Changes in behaviour that can also indicate physical abuse:

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

3.2 Emotional Abuse

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

Changes in behaviour which can indicate emotional abuse include:

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

3.3 Sexual Abuse

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

The physical signs of sexual abuse may include:

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

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn.
- Fear of being left with a specific person or group of people.
- Having nightmares.
- Running away from home.
- Sexual knowledge which is beyond their age, or developmental level.
- Sexual drawings or language.
- Bedwetting.
- Eating problems such as overeating or anorexia.
- Self-harm or mutilation, sometimes leading to suicide attempts.
- Saying they have secrets they cannot tell anyone about.
- Substance or drug abuse.
- Suddenly having unexplained sources of money.
- Not allowed to have friends (particularly in adolescence).
- Acting in a sexually explicit way towards adults.

3.4 Neglect

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

The physical signs of neglect may include:

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

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

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

3.5 Specific Safeguarding Issues

In understanding the signs and indicators of specific issues listed earlier in this policy Schools and Colleges can access broad government guidance via the

https://www.gov.uk/government/organisations/department-for-education and more importantly access local procedures, strategies and tools through www.derbyshirescb.org.uk .

Furness Vale Primary will incorporate signs of abuse and specific safeguarding issues in safeguarding into briefings, Staff Induction Training, and ongoing development Training for Staff, Volunteers and Governors.

3.6 Prevent Duties

Furness Vale Primary School will ensure all staff including governors and volunteers adhere to then duties in the Prevent guidance 2015 to prevent radicalisation. The HT/Principal and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty
- Ensure staff implement the duty

Furness Vale Primary School will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. Records are to be made, updated and stored as appropriate.

3.7 Female Genital Mutilation

Furness Vale Primary School 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 by Furness Vale Primary School.

All suspected or actual cases of FGM is a Safeguarding concern in which Safeguarding Procedures will be followed. If any staff are concerned about a pupil they will refer to the Safeguarding Designated Lead in the School unless there is a good reason not to do so.

4 Safeguarding Roles and Responsibilities

4.1 All Staff, Volunteers and Governors have responsibility for the following:

- Being aware of the Derby and Derbyshire Safeguarding Procedures, **http://derbyshirescbs.proceduresonline.com/index.htm** and ensuring these procedures are followed.
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to.
- Knowing who the School Designated Lead/Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care/Looked After Children), SEN and Anti- Bullying including who is the School link Governor for Child Protection and Safeguarding.
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the School or College.
- To know about the 'Allegations Against Professionals' (LADO) procedures and feel confident in been able to use them including concerns about the setting.
- To know about Whistle Blowing procedures and where to get information and support on this (cross reference/refer to Schools/Colleges policy)
- Being aware of the Guidance for Safer Working Practices (2009,KCSIE 2015) and local procedures for Safer Working Practices.
- Ensuring that their Child Protection training is up to date, and taking place at recommended intervals to ensure Staff, Volunteers and Governors are kept up to date.
- Sharing information and working together to provide children and young people with the help and support they need.
- Supporting pupils who have been abused in accordance with his/her Child Protection Plan.
- Seeking early help where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment (see section 5.1).
- If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral is made immediately to Local Authority Children's Social Care.
- If Staff including Volunteers have concerns they should raise these with the Designated Safeguarding Lead(s) and they will usually decide next steps, (however any one in a School/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.

- That Staff including Volunteers are aware of the Derby City and Derbyshire Safeguarding Children Board's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing 2015). **www.derbyshirescb.org.uk**
- Learning from the outcomes of serious case reviews (see Appendix A).
- Referring to Children Missing from Education (CME), those children who go missing from education, whereabouts unknown, by adhering to guidance and timelines shown on in the DCC policy, this can be found at: **https://derbyshire.inthehive.net/extranet/pupil_support/children_missing_from_edu/default.aspx**
- That Staff and Volunteers are aware of the Private Fostering Policy and that notification is made to the Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered.
- That Staff and Volunteers are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Value Agenda. This will include attendance on training either Prevent/Wrap or training considered sufficient by the local authority.
- That Staff and volunteers know about Prevent duties and will report any concerns to the Safeguarding Designated Lead in the school who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process.

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

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

fully equipped to do the job and that they have access to appropriate training that is regular refreshed (at least very two years) to help them keep up to date.

- That a Designated lead is on the premises and available and if not available there is cover in place.
- Ensuring that appointed designated leads are fully equipped to do the job (have the knowledge and skills) and have access to appropriate regular training to help them keep up to date
- That we work towards/have a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEN alongside nominated leads in the School/College on these issues.
- That there are procedures are in place in handling allegations against Staff or Volunteers and any concerns staff , including volunteers have including concerns about the setting are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- That all Staff, including volunteers are given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about Furness Vale Primary School policies and procedures.
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- That all Staff including 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 consider how children may be taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- That the curriculum makes best use of PSHE to cover Safeguarding issues with children.
- We have in place an e-Safety Policy equipped to deal with online bullying and internet/social media Child Protection concerns.
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- That we notify the Children's Social Care department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify the Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered.

- That we use the Local Authority 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 are made aware of the Confidential Reporting Code (Whistle Blowing 2015).
- That all Child Protection records are kept up to date, are secure and reviewed annually.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the schools website.

4.3 Creating a safe environment:

- We will ensure that our 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.
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.

(a School/College can cross reference/refer to any relevant policy, event, activity here they may have developed involving children in their School)

4.4 Recruitment, Staffing:

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check Staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;
- We must where relevant check the identity of a person being considered for appointment and their right to stay in the UK;
- We must where possible undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad;
- We must ensure Staff and Volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post;

- We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required.
- We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty.
- That we make use of the DBS Service where appropriate;
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor (School may choose their training ensuring at a minimum it covers the 'Keeping Children Safe Guidance', and equips them with the necessary knowledge and skills).
- That our Volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children
- That if a Governor is involved in what is defined as regulated activity then that person has the appropriate DBS / other checks required.
- That we understand the requirements if schools are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children / young people who attend clubs, holiday schemes and other activities on their premises.
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the school/college, the local community and or viewed to be inflammatory eg- banned political groups

The Designated Safeguarding Lead is: John Mollard

The Designated Lead for CIC (Looked after children): John Mollard

The Designated Lead(s) is/are for Anti- Bullying: John Mollard

The Designated Link Governor for Safeguarding is: **Hannah Kitson**

The Designated link Governor for Anti- Bullying is: **Hannah Kitson**

The Designated link Governor for Looked after Children (Child in Care) is: Hannah Kitson

5 Safeguarding Processes and Procedures

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

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

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

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

5.1 Early help

The provision of early help services should form part of a continuum of help and support to respond to the different levels of need of individual children and families – for more information School Staff and Volunteers can refer to Derbyshire's 'Early Help Offer' at **http://www.derbyshire.gov.uk/social_health/children_and_families/support_for_families/default.asp**

All initial contacts where Staff, Governors or Volunteers wish to make a request for general advice, information or a service for a child, (who may be a child with additional or complex needs), should be made by contacting Starting Point.

Starting Point is Derbyshire's first point of contact for Children and Younger Adults for advice, support and next steps-early help and intervention- (MAT).

This is a service open Mon – Fri 8am - 6pm, Contact Tel No. 01629 533190 and you will be advised to follow your referral with an electronic form made available on www.derbyshire.gov.uk/startingpoint.

When calls are received they are screened, and advice is given around the next steps to take. All contacts will be passed to a Senior Practitioner if the child is thought to have additional or complex needs.

The Senior Practitioner will, within 24 hours, decide which service within Children's Social Care is best placed to meet that child's needs and the information will be passed to either the Multi-Agency Team or Children's Social Care for assessment.

5.2 Referring to Children's Social Care

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

This is a Mon – Fri 8am – 6pm service, Contact Tel No. 01629 533190 - (24/7 service available via Call Derbyshire) where you will be advised to follow your referral with an electronic form made available on www.derbyshire.gov.uk/startingpoint.

If the child has been the subject of an Early Help Assessment then a copy, together with a copy of the Multi-Disciplinary Plan, 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.

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

Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury it is imperative that advice is sought immediately **prior to the child returning home and as soon as the school become aware of this.**

Essential information for making a referral includes:

- Full names and dates of birth for the child and other members of the family.
- Address and daytime phone numbers for the parents, including mobile.
- The child's address and phone number.
- Whereabouts of the child (and siblings).
- Child and family's ethnic origin.
- Child and family's main language.
- Actions taken and people contacted.
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support.

- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information;
- The details of the person making the referral.

Other information that may be essential:

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

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

5.3 Recruitment of staff and Volunteers

Furness Vale Primary will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the 'Keeping Children safe in Education March 2015' are followed in all cases.

All interview panels will have at least one member who has undergone Safer Recruitment Training with the necessary skills and knowledge. We will check on the identity of candidates, make overseas checks where relevant and follow up references with referees and scrutinise applications for gaps in employment. 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.

(insert school/college) will have a single central record which will cover all Staff who work in the School/College, all others who work in regular contact with children including Volunteers which is regularly reviewed and updated in line with changing 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.

Furness Vale will ensure there is a Staff Code of Conduct, ensuring all Staff and Volunteers are familiar with Safer Working Practices which includes all new staff and volunteers .

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

The Disclosure and Barring Service (DBS);

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

The DBS are responsible for:

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

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

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

(insert school/college) fully understand the statutory guidance on regulated activity, supervision of children which is regulated activity when they are unsupervised (KCSIE 2015 Annex D Pg 52).

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

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

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

(Insert school/college) will adhere to the procedures set out under 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff), this can be found via the following link: **www.derbyshirescb.org.uk. (Section 2 of the procedures)**
We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) in every case.

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

Furness Vale Primary will fully ensure any follow up actions on management and exit arrangements if relevant as outlined in the "Keeping Children Safe in Education 2015" Guidance pg.40-45. This will include any specific actions as defined in the "Keeping Children Safe in Education 2015" Guidance pg. 45.

5.5 Important contact details

Starting Point:

Tel: 01629 533 190

Fax: 01629 585 669

Out of hours Call Derbyshire (Children's /Young Peoples and Adult Social Care)

Tel: 01629 533190
Fax: 01629 585669

Police Central Referral Unit

Butterley Hall

Ripley

Derbyshire

DE5 3RS

Tel: 0300 122 8719
Fax: 01773 572074

NSPCC - National Helpline
0808 800 5000

Childline
0800 11 11

Prevent
Child Protection Manager Schools/Educational Settings Derbyshire- Debbie Peacock
01629 531079 Debbie.peacock@derbyshire.gov.uk

DCC Child Protection/ Safeguarding Team – 01629 532178

Derbyshire Police 101- can route non urgent referrals through to the PREVENT Team
Children's Social Care (single point of Contact- Starting Point) - 01629 5319930

Seamus Carroll is the lead officer for Prevent at Derbyshire County Council
seamus.carroll@derbyshire.gov.uk Telephone 01629 538494 or 07771 980107

6 Management of the Policy

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

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

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

(An on line version is available and you submit to Debbie Peacock Child Protection Manager (Schools/Education) or e-mail a paper copy to Business support Ruth hunter. ruth.hunter@derbyhsire.gov.uk

The Head Teacher/Principal 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 use the processes with the local authority to report these.

Signed:

Headteacher: *CD Taylor*

Chair of Governors: *S Wright*

Date: July 2017

Appendix A:

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

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

In 2012 We have learnt that:

Babies are particularly at risk from abuse and neglect including:

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

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

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

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

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

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

- Information gathering, sharing and recording.
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Seeing a child at home and where they sleep.

In 2013/2014 in summary form we learnt that:

Common Themes:

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

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

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

Relevant SCRs:

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