



Policy for

**Child Protection
and
Safeguarding**

HAYFIELD PRIMARY SCHOOL

CHILD PROTECTION AND SAFEGUARDING POLICY

1 [Introduction and Context](#)

1.1 [Our responsibilities](#)

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

This policy should be read in conjunction with:

‘Working together to safeguard children’ (March 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:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

‘Keeping children safe in education’ (September 2016), 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

‘What to do if you’re 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 childcare providers’ (June 2015).

The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

These documents are also available in Staffshare, Policies, Statutory Policies, Safeguarding, and a copy of this policy can be found on the school’s website.

The school follows 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, requirement of the Education Act 2002 & 2006) and sends a copy to the Local Authority Safeguarding Team.

1.2 Our Principles

Safeguarding arrangements at Hayfield Primary School are underpinned by four key principles:

- Safeguarding is everyone's responsibility: all staff, governors and volunteers should play their full part in keeping children safe.
- That Hayfield Primary 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 where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- We will aim to protect children using national, local and school child protection policies and procedures, and ensure we are keeping abreast of the latest initiatives, policies and guidance.

1.3 Our Policy

There are six 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, governors 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, include 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 this policy to other policies related to safeguarding and make reference to them in this policy where relevant.

2 Types of Abuse

2.1 Children who may require early help

All staff, governors 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.

These children are therefore more vulnerable. This school will identify who their vulnerable children are and ensure that they know the processes to secure advice, help and support where needed.

2.2 Child Abuse

Safeguarding and promoting the welfare of children at school can be defined as;

- Protecting children from maltreatment;
- Preventing impairment of children's health, learning or development;
- Ensuring that children are growing up and developing in an environment that provides and promotes consistent 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' (2015) and in the 'Keeping Children Safe in Education' statutory guidance (Sept 2016) 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 (e.g. grooming, sexting). 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

Model CP and Safeguarding Policy for Schools (September 2016), adapted for HPS

Bullying and forms of bullying, including prejudice-based and cyberbullying, are also abusive and will include at least one, if not two, three or all four, of the defined categories of abuse. Please see our Anti-Bullying Policy and Online-Safety Policy for further details.

2.3. Specific Safeguarding Issues

There are specific issues that have become critical issues (current key concerns in Derbyshire and nationally) in safeguarding that schools will endeavour to ensure their staff, governors and volunteers are familiar with and there are processes in place to identify, report, monitor and include in teaching (through our PSHE 'ASK About Life' programme):

- Bullying and cyber-bullying (including online abuse)
- Child Sexual Exploitation (CSE)
- Sexual abuse within the family
- Domestic Violence
- Poor parenting, particularly in relation to caring for babies and young children
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Hate
- Gangs, youth, gender based violence/violence against women and girls (VAWG)
- Mental Health
- Private Fostering
- Radicalisation
- Sexting
- Grooming
- Teenage Relationship abuse
- Trafficking
- Missing children

Further information on these issues can be found on the DfE, Derbyshire Safeguarding Board and NSPCC websites.

3 Signs of Child 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, one of the most common types of abuse (along with neglect), 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

It is recognised that there is underreporting of sexual abuse within the family. Staff, governors 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 (either in person or through social media/gaming etc) 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
- Showing fear of, or over-using in secret, their mobile devices or the computer
- 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, which is one of the most common types of child abuse. 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 Prevent Duties

Hayfield Primary School will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance 2015 to do all it can to prevent radicalisation of its pupils. The Headteacher and Chair of Governors will:

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

The school will respond to any concern about Prevent as a Safeguarding concern and will report in the usual way using local Safeguarding Procedures (Starting Point). 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 systems and this will include monitoring the activities of children when on-line in school.

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.

3.6 Child Sexual Exploitation

Risk factors may include:

- Going missing
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Repeat concerns about sexual health
- Decline in emotional wellbeing

All suspected or actual cases of CSE are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to Starting Point and a referral to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead (DSL, or to the deputy DSL), make a record on the appropriate child protection form and ensure that the matter is followed up/dealt with appropriately.

3.7 Female Genital Mutilation (FGM)

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*

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

All suspected or actual cases of FGM are a safeguarding concern in which safeguarding procedures will be followed, including a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead, as above.

3.8 Allegations of abuse against other children/peer-on-peer abuse

We recognise peer on peer abuse happens and can take some of these forms:

- Bullying
- Language used that is seen as derogatory, demeaning, prejudiced, racist, sexist, homophobic, inflammatory
- Unwanted banter
- Sexual harassment
- Hate
- Any of this abusive behaviour on social media/through online gaming

We always work hard as a school to be proactive and to challenge this type of abuse. We understand that we need to have clear mechanisms and procedures in place that support children's welfare and good relationships, and identify and report incidents or concerns.

Procedures include:

- Having comprehensive, up-to-date and clear policies in place that are understood and implemented consistently – and regularly reviewed by governors - including policies on Behaviour & Discipline, Anti-Bullying, Online-Bullying, Equality for All and PHSE.
- Teaching children, through assemblies, the curriculum and our own modelled behaviours, about British values and the values of respect, tolerance, equality, friendship and kindness.
- Drawing up a class code of conduct at the beginning of each year with each class.
- Having a culture (evident through modelled adult behaviour; positive and supportive relationships demonstrated by adults and children in school ; our mission statement and ABCD behaviour rules; a 'no shouting' policy; displays around the school; the general learning environment and the curriculum we teach) of tolerance, kindness and respect for all.
- Recording behaviour incidents and concerns in our 'Blue Books' to enable us to monitor behaviour and look for patterns of behaviour of individual children.
- Working with parents and children to help them understand the implications of hurting others and learn to take responsibility for their actions.

Occasionally, peer on peer abuse is a child protection concern and will require a discussion with the DSL, who will seek, where relevant, advice from Starting Point. This may mean a referral into the Police and Social Care. The school will offer support to the victim (and the perpetrator where relevant) through its child welfare/safeguarding procedures.

3.9 Indecent Images through Digital media Devices

This is increasingly a safeguarding concern that requires a robust response. In any such cases at Hayfield, we will immediately seek advice from Starting Point and follow guidance in the Derby City & Derbyshire Children's Social Care Safeguarding Procedures document available at: <http://derbyshirescbs.proceduresonline.com/>

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 teachers for safeguarding are and the relevant links for CIC (Child in Care/Looked After Children), SEND 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 Leads in the school.
- Knowing about the 'Managing Allegations Against Staff' procedures and feel confident in being able to use them.
- Knowing that any concerns staff have about the Headteacher should be referred to the Chair of Governors.
- Knowing about the school's whistle blowing procedures and where to get information and support on this (see Confidential Reporting Code).
- Being aware of the Guidance for Safer Working Practices when working with Children and Young People in Education Settings (see Appendix E), relevant sections of KCSIE (September 2016) and local procedures for Safer Working Practices.
- Ensuring that their Child Protection/Safeguarding refresher/update training is up to date and taking place at least annually to ensure staff, volunteers and governors are well-informed and 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 through Starting Point (see page 16) 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.
- Raising their concerns with the DSL, who will usually decide the next steps. However, anyone in a school can – and should if the DSL is unavailable - make a referral or seek advice from Starting Point. It is not acceptable to do nothing; it is everyone's responsibility to ensure that any concern they raise or referral they make has been dealt with appropriately.
- Enquiring further and obtaining feedback if they feel unclear about what has happened to their concerns following a referral they've made.
- Being 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). <http://www.derbyshirescb.org.uk>
- When we don't know the whereabouts of a child, referring to Children Missing from Education (CME) and adhering to guidance in the DCC policy, which can be found at: https://derbyshire.inthehive.net/extranet/pupil_support/children_missing_from_edu/default.aspx
- Recognising that Home Educated Children can be more vulnerable than other children and being mindful of the motivations of the intention to home educate.
- Recognising that looked After Children are more vulnerable than other children and often have poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, and helping them to reach their potential.
- Recognising that SEND children may be vulnerable in that they may be less able to recognise abuse and abusive situations, or protect themselves from significant harm and exploitation.
- Recognising the needs of young carers to ensure they are supported in reaching their potential, and the school's responsibility to refer young carers into early help social care services for an assessment of their needs.
- Being aware of the Private Fostering Policy and having an understanding of host families (Annex A, KCSIE 2016), recognising that 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.

- Being aware of extremism, which includes 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 on training either Prevent/Wrap or training considered sufficient by the local authority.
- Knowing about Prevent duties and duty to report any concerns to the DSL, who has responsibilities under Prevent to take action, offer advice and support, which may include a referral into Channel using the case pathway process.
- Recognising that children are capable of abusing other children or their peers, and working to reduce and eliminate such behaviour.
- Recognising the importance of learning from national and local Serious Case Reviews and Thematic Learning Reviews. We are aware of the impact this has on how we carry out our Safeguarding and Child Protection responsibilities and roles.

4.2 Governors and School Leadership are responsible for:

- Taking leadership responsibility for the school's safeguarding arrangements.
- Ensuring 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 school and are in liaison with other partners and agencies.
- Ensuring that we have a Designated Safeguarding Lead for Child Protection appointed from the Senior Management Team, and one who oversees and line manages the activities related to safeguarding and child protection. At Hayfield, we also have a Deputy DSL who supports the DSL. Both members of staff are appropriately trained - updates at least annually and certified training very two years.
- Ensuring that the DSL or Deputy DSL is on the premises and available and, if not available, there is cover in place (Deputy Headteacher at Hayfield) to enable staff to have a clear pathway for raising concerns in a timely way. However, if a member of staff has a child protection concern where they feel that a child is at risk of significant harm, and they cannot get hold of a DSL or acting DSL, they must ring Call Derbyshire and refer the child themselves as soon as possible. (See Appendix C)
- Ensuring that we have a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEN alongside nominated leads in the school on these issues.
- Ensuring that there are procedures in place for handling allegations against staff or volunteers and details of any allegations are brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- Ensuring that all staff are given a mandatory induction which includes knowledge regarding child abuse, specific safeguarding issues and familiarisation with child

protection and safeguarding responsibilities, including procedures to be followed if they have concerns about a child's safety or welfare.

- Ensuring that all staff, including volunteers, receive the appropriate training which is regularly updated.
- Ensuring that we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families.
- Ensuring that important policies, such as those for behaviour, bullying and online-safety are kept up to date and shared with staff and volunteers.
- Ensuring that, through the PSHE curriculum, assemblies and as the need arises, children are taught about keeping themselves safe (including when online) and that they know what to do if they are worried or feel unsafe.
- Putting in place an Online-Safety Policy equipped to deal with online bullying and widening internet/social media child protection concerns and issues.
- Understanding the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- Notifying the Children's Social Care department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- Notifying the Children's Social Care department if it is thought or known that a child or young person may be privately fostered.
- Using 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
- Ensuring that all staff are made aware of the Confidential Reporting Code (Whistle Blowing).
- Making sure that all child protection records are kept up to date, are secure and reviewed annually.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers, as appropriate, including displaying on the schools website.

4.3 Creating a safe environment:

- We will ensure that all staff, governors and volunteers are competent to carry out their responsibilities for safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all staff including volunteers feel able to raise concerns and be 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.

- We will include opportunities in the PSHE curriculum and assemblies for children to develop the skills they need to recognise and stay safe from abuse. This includes units on personal safety, healthy relationships, bullying and keeping safe online.
- We will ensure that the building and its surroundings are safe and that school is a place where children can *feel* safe.
- We will ensure 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 the local community, e.g. National Anti-Bullying Week, 999 Day.
- 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.

4.4 Recruitment, Staffing:

- We will 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 will, where relevant, check the identity of a person being considered for appointment and their right to stay in the UK.
- We will, where possible, undertake overseas checks if a staff member returns after a period of employment abroad.
- We will ensure staff and volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post.
- We will be aware of the Disqualification by Association rules; having a relevant procedure in place that can be applied, if required.
- We will 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.
- We will have at least one person on any appointment panel who has undertaken recent Safer Recruitment Training (at a minimum covering the KCSIE guidance, and equipping them with the necessary knowledge and skills).
- We will ensure that all our volunteers and governors, whether involved in what is defined as regulated activity or not, have the appropriate DBS / other checks required.
- We understand the need to ask relevant questions to those who seek to hire our premises, making sure checks are in place to ensure safeguarding the children who attend clubs, holiday schemes and other activities on our premises (see Premises Booking Form).

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- 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 in our the school, the local community and / or viewed to be inflammatory e.g. banned political groups, extremist groups.

The Designated Safeguarding Leads are:

CLAIRE McKENZIE (Headteacher)	Senior DSL
KATE KEELING (HLTA)	Deputy DSL
SARAH-JAYNE KENYON (Deputy Head)	In the absence of DSL or Deputy DSL

The Designated Lead for CIC (Children in Care/Looked After Children) is:

SIAN PINKERTON	SENCo/LAC Lead
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The Designated Lead for Anti-Bullying is:

CLAIRE McKENZIE (Headteacher)
SARAH-JAYNE KENYON (Deputy Head)

The Designated Link Governor for Safeguarding is: **LAURIE JAMES**

The Designated link Governor for CIC (Child in Care) is: **LAURIE JAMES**

The Designated link Governor for Anti-Bullying is: **LAURIE JAMES**

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

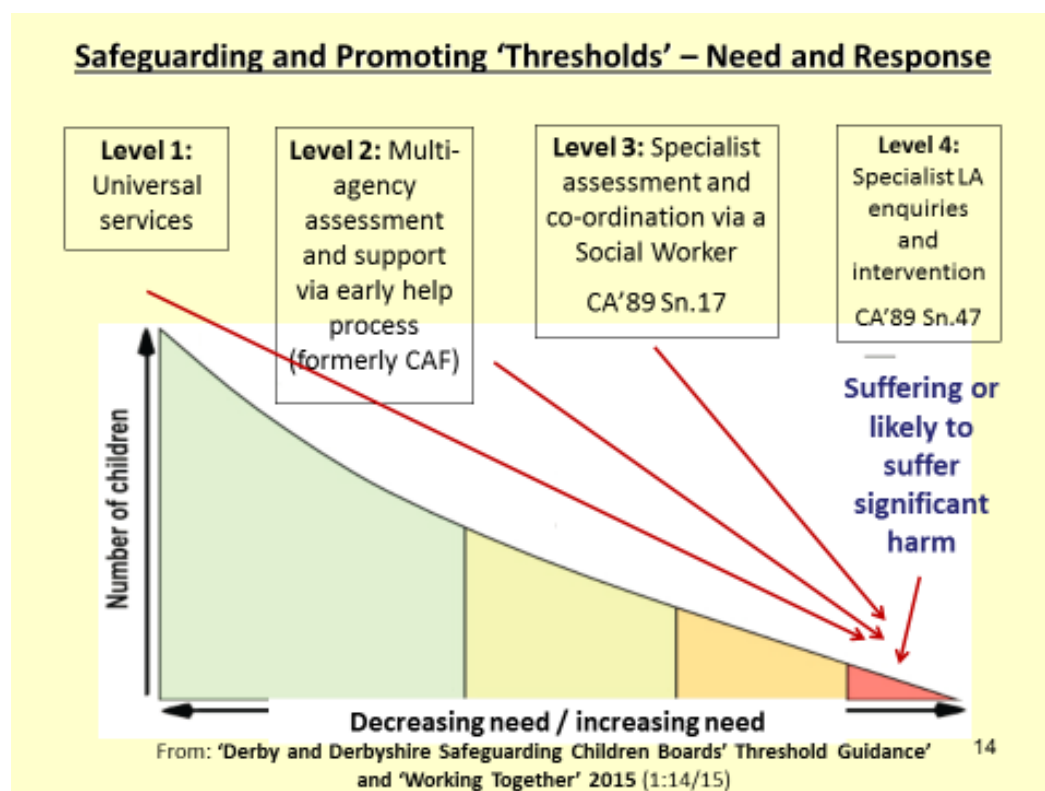
All staff, governors and volunteers are made aware of what Early Help means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the Designated Safeguarding Lead, liaising with other professionals and supporting children identified in the school who may need Early Help intervention.

Starting Point

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 have additional or complex needs, should be made by contacting Starting Point.

Starting Point is Derbyshire's first point of contact and referral service for children in need. It provides early help, advice, support and safeguarding services for Derbyshire children and young people all in one place. Starting Point shares information with police and health colleagues to deal with enquiries more quickly and effectively.

If the school is concerned that a child is suffering, or at risk of suffering, significant harm they will ring **Call Derbyshire** on **01629 533190**. Where there is a child in need, but not suffering or at risk of significant harm, the school will follow the Early Help referral process by using an electronic form made available on www.derbyshire.gov.uk/startingpoint. If the referrer is unsure about the level of need, he or she can ring the new Starting Point advice line for guidance on **01629 535353**. Staff have received training on how to use Starting Point and will use the Local Children's Safeguarding Board Threshold document to try to determine the level of need of the child, as below:



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 MAT or Children's Social Care for assessment.

5.2 Referring to Children's Social Care

Our school will ensure that if any staff, governors or volunteers have concerns about the welfare and safety of a child, discussions will take place with the DSL as soon as possible. The DSL will act upon the information received; however, we also recognise that anyone can make a referral into social care, through Starting Point on **01629 533190**.

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 and 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.

SEE STARTING POINT REFERRAL FLOWCHARTS:

- Starting Point Flowchart (already got an allocated worker) – Appendix C
- Starting Point Flowchart (not got an allocated worker) – Appendix D

5.3 Record keeping

All concerns about a child will be recorded and records kept. Initial concerns will be recorded in the DSL's 'Blue Book'. Records of concerns referred to Starting Point will be a separate child protection/welfare record held on a separate child protection file and each concern will be clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. We will endeavour to keep centralised records, holding them as private and confidential but allowing access to the key staff designated to the role of safeguarding.

We will follow the Local Authority's current guidance on the keeping, transfer and retention of records, and will agree to amend our policy in line with the Goddard Enquiry (historical Child Protection records on children and records on staff where there are allegations).

Please see Appendix B: Listening to Children and Keeping Records for further information.

5.4 Recruitment of staff, governors and volunteers

Hayfield Primary School will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the 'Keeping Children Safe in Education' (Sept 2016) are followed in all cases.

Model CP and Safeguarding Policy for Schools (September 2016), adapted for HPS

All interview panels will have at least one member who has undergone recent Safer Recruitment Training with the necessary skills and knowledge. We will in all cases:

- Check the identity of candidates
- Check their professional qualifications
- Check their 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.

We will have a Single Central Record which will cover all Staff, including Governors, and volunteers where necessary, according to their role and responsibility. We will ensure this record is regularly updated and reviewed in line with National and Local requirements.

We will ensure that all staff and governors are aware of government guidance on Safer Recruitment and that its recommendations are followed.

Please also see our Online-Safety Policy, Code of Conduct and Guidance for Safer Working Practices and our Staff Code of Conduct Policy. These policies includes advice on conduct, safe use of mobile phones and guidance on personal / professional boundaries in emailing, messaging, participating in social networking environments.

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.

The Disclosure and Barring Service (DBS)

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent 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, where the definition of regulated

activity is met. The definition can be found in Part V of the Protection of Freedoms Act 2012 and at DBS Guides to Eligibility <https://www.gov.uk/government/publications/dbs-regulated-activity>. We fully understand the statutory guidance on regulated activity, supervision of children, which is regulated activity when they are unsupervised (KCSIE 2016 Annex F).

We will follow advice on DBS checks as detailed by this guidance and this will include checking that:

- where relevant, a separate Barred Check List has been completed
- individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this
- there is not a Secretary of State Prohibition Order (Teacher Prohibition Order).

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

Hayfield Primary School will adhere to the procedures set out under 'Managing Allegations Made Against Staff'. This can be found via the following link:

http://derbyshirescbs.proceduresonline.com/chapters/p_alleg_staff_carer_volunteer.html

If a member of staff has concerns about another member of staff, then this will be referred to the Headteacher. Where there are concerns about the Headteacher, this will be referred to the Chair of Governors. All allegations will be referred to the Local Authority Designated Lead (LADO – Miles Dent) in every case. We will ensure we have followed all the necessary duties and processes under this process and this will be done in accordance with the guidance in KCSIE.

The school will ensure we have followed all the necessary duties and procedures under this process, and under Whistle Blowing, in accordance with policy.

Where there are allegations that are substantiated, the school will ensure that any specific actions are undertaken on management and exit arrangements, as outlined in KCSIE (2016), pages 49/50.

5.6 Important contact details

STARTING POINT:

Call Derbyshire: 01629 533 190

24/7, 365 days per week, Derbyshire contact and referral service for concerns that a child is suffering, or at risk of, significant harm

Advice Line: 01629 535353

Model CP and Safeguarding Policy for Schools (September 2016), adapted for HPS

LADO:

Miles Dent: 01629 531940

Police Non-emergency calls: 101

CEOP: <https://www.ceop.police.uk/>

NSPCC - National Helpline: 0808 800 5000

Childline: 0800 11 11

PREVENT:

Seamus Carroll at seamus.carroll@derbyshire.gov.uk 01629 538494 or 07771 980107

Child Protection Manager Schools/Educational Settings, DCC: Debbie Peacock on 01629 531079 Debbie.peacock@derbyshire.gov.uk

DCC Child Protection/ Safeguarding Team: 01629 532178

6 Management of the Policy

The Governing Board 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
- Ensure that it is displayed on the school's website
- Ensure that it is overseen to ensure its implementation
- Review its content on an annual basis, or earlier if there are changes to be made.

The Head Teacher will report on Safeguarding activity and progress within the school setting to the Governing Body annually. The DSL will complete the S175 Safeguarding Audit with an Action Plan which will be used to report to staff and governors on safeguarding activity and progress *(a copy of which will be submitted to Debbie Peacock Child Protection Manager).*

The Headteacher should report any significant issues to the Chair of the Governing Board that may have an impact on safeguarding in the school.

7 Links with Other Policies and guidance

This policy links with our policies on:

- ❖ Tackling Extremism and Radicalisation Policy
- ❖ Private Fostering Policy
- ❖ Separated Parents Policy

Model CP and Safeguarding Policy for Schools (September 2016), adapted for HPS

- ❖ Domestic Violence & Abuse Guidance
- ❖ Confidential Reporting (whistle-blowing)
- ❖ Staff Code of Practice
- ❖ Behaviour and Discipline
- ❖ Anti-Bullying
- ❖ Equality for All
- ❖ Inclusion and SEND
- ❖ Online-Safety
- ❖ Grievance Procedure
- ❖ Dealing with Complaints of Harassment
- ❖ Managing Allegations of Abuse against School Staff
- ❖ Code of Conduct Guidelines for Safe Working Practice for the Protection of Children and Staff
- ❖ Health & Safety

This policy will be reviewed by the Governing Body on an annual basis.

Please see attached Appendices A - F.

<i>Reviewed on</i>	Signed by Chair of Governors	Signed by Headteacher

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.

We have identified 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.

Learning from SCRs leaflet

Specific learning for schools from SCRs nationallyⁱ

- Professionals in all agencies should keep a clear focus on the child
- Clear guidance is required to enable Staff to challenge each other and families, and to escalate any concerns they may have.
- All schools must have robust systems in place for recording injuries or welfare concerns noted on children by Staff; Schools must ensure that appropriate actions are taken.
- The role of the Designated Professional for Child Protection in Schools must be clearly understood and used effectively.

Relevant SCRs:

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

Appendix B:

Listening to Children and Keeping Records

The school recognises the importance of staff listening attentively and sensitively to children at all times, and is particularly concerned to ensure that any child who wishes to disclose abuse should be assisted in doing so, and should be taken seriously.

Staff should be aware that the way in which they talk to a child can have an effect on the evidence which is put forward if there are subsequent criminal proceedings. Therefore any early discussion with the child in which staff are likely to be involved should, as far as possible, adhere to the following guidance [Safeguarding Children: a Child Protection Training Film, Derbyshire Safeguarding Children Board, 2007]:

1. Listen carefully and with sensitivity, without interruption
2. Ask questions to clarify, not make suggestions
3. Don't promise confidentiality but reassure the child that he/she did the right thing
4. Record everything that was said, including time, setting and personnel present, and keep all notes
5. Report to the DSL or Deputy DSL as soon as possible.

The school recognises that children who are distressed through experience outside the classroom will be less able to achieve their potential. While it is clear that such children need firm boundaries, staff will take into account their distress in managing their behaviour.

Staff will be given as much information as necessary in order for them to help the child concerned. In general this will mean that, where a child is on the Child Protection Register, or where there are concerns about a child, the DSL, the class teacher, any relevant teaching assistant, and any member of staff specifically chosen by the child to provide support will be kept informed. It may be appropriate in some cases to inform other staff, though without details necessarily being given. Whenever information is given, care will be taken to indicate its sensitivity and the confidentiality required. However, all staff will bear in mind that children who are not known to be the subject of concerns may be experiencing ill-treatment, neglect or abuse, and are aware of the need for sensitivity in dealing with all pupils at all times.

When a pupil leaves Hayfield Primary, the school will pass immediately to the receiving school the full contents of the school record, including any on-going concerns. If the receiving school is not known, the advice of the MAT will be sought.

Appendix C:

Starting Point Flowchart 1 – referring a child who has an allocated worker

Please refer to STARTING POINT FLOWCHART 1 for a step-by-step approach to referring a child who already has an allocated worker to Children’s Social Care.

Appendix D:

Starting Point Flowchart 2 – referring a child who doesn’t have an allocated worker

Please refer to STARTING POINT FLOWCHART 2 for a step-by-step approach to referring a child who doesn’t have an allocated worker to Children’s Social Care.

Appendix E:

Information Sharing

Please see government document ‘Seven golden rules for information sharing’.

Appendix F:

Code of Conduct and Guidelines for Safe Working Practices for the Protection of Children and Staff

Please see Code of Conduct and Guidelines for Safe Working Practices for the Protection of Children and Staff.