

ST. ELIZABETH'S CATHOLIC VOLUNTARY ACADEMY

CHILD PROTECTION AND SAFEGUARDING POLICY

(Updated Jan 2021)

'To provide a high quality Catholic education for all children enabling them to fulfil their full potential in a safe and caring environment.'

1. Introduction and Context

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

- Local contextual safeguarding risks - Domestic Violence, Online Safety, Radicalisation, Railway Safety, Managing Contractors on our adjacent building site, Access over the footbridge – developers have made it so vehicles have access.

At **St Elizabeth's CVA** we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

1.2 The context of the St Ralph Sherwin Catholic Multi Academy Trust

The St Ralph Sherwin Catholic Multi Academy Trust of which, **St Elizabeth's CVA** is a member of is a trust of 25 schools across 5 local authorities. The St Ralph Sherwin CMAT is fully committed to its safeguarding obligations and its current safeguarding statement is Appendix H of this policy.

Many schools in the trust are on the borders of 2 or more local authorities and this policy allows for schools to have details of all the local authorities that children from their school live within.

All trust schools use either MyConcern or CPOMS for the recording of safeguarding incidents.

1.3 Our Responsibilities

St Elizabeth's CVA fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how the School will deliver these responsibilities. This is an overarching policy.

Child as written in this policy is a child until 18.

Child as written in this policy is of statutory school age.

Staff as written in this policy means, any one with contact to a child or young person, all teaching staff, non-teaching, Governors and Volunteers, and extends to all supply/agencies been used by the school for duties in school.

We are a provider for EYFS (Early Years foundations Stage).

This policy should be read in conjunction with:

'Working Together to Safeguard Children' (updated 2019) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

"Keeping Children Safe in Education" 1st Sept 2020 which is the statutory guidance for Schools and Colleges. (Updated January 2021)

"What to do if worried a child is being abused" (March 2015)

"Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

"The Prevent Duty Departmental, advice for Schools and child care providers" (June 2015).

As well as alongside the following school policies:

- Behaviour Policy
- Online Safety policy – child/parent AUP
- Remote Learning Policy
- Staff Code of Conduct
- Home/School Agreement Procedures
- Attendance Policy
- Safer Recruitment Policy
- Whistleblowing Policy

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

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

In accordance with the above procedures, we carry out an annual audit of our Safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the Local Safeguarding Partnership.

Multi-agency partnership Arrangements

This school/setting will continue to work in partnership with the Derby City and Derbyshire Safeguarding Children Partnership and follow relevant local arrangements under the new local safeguarding partnership arrangements.

1.4 Our Principles

Safeguarding arrangements at this school are underpinned by these key principles:

- Safeguarding is everyone's responsibility: all Staff should play their full part in keeping children (Includes vulnerable adults when in their setting) safe;
- We will aim to protect children using national, local and school child protection procedures;
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by Working Together 2018;
- That all Staff have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, should feel confident that they can report all matters of Safeguarding in the School/setting where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- That we operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.

1.5 Our Policy

Through implementation of this policy we will ensure that our School provides a safe environment for children (and vulnerable adults when in their setting) to learn and develop. We will cross reference to other policies relevant to our safeguarding in the school and make reference to them in this policy where relevant.

2. Types of Abuse

2.1 Children with Emerging Needs and who may require Early Help

All Staff working within the School should be alert to the potential need for Early Help for children, following the procedures identified for initiating Early Help using the local and current Safeguarding Partnership Threshold Document, and also consideration for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs;
- Is a young carer;
- Is a privately fostered child;
- Has returned home to their family from care;
- Is showing signs of engaging in anti-social or criminal behaviour;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect;
- Is showing signs of emotional/mental ill health
- Is showing signs of displaying behaviour or views that are considered to be extreme;
- Is misusing drugs or alcohol themselves;
- Not attending school or are at risk of exclusion from school;
- Frequently going missing/goes missing from care or from home;
- [Children who run away or go missing from home or care](#)
- Is at risk of modern slavery, trafficking, exploitation, radicalised;
- Not in education, training or employment after the age of 16 (NEET);

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

2.2 Child Abuse

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

- Protecting children from maltreatment;
- Preventing impairment of children's' mental and physical health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;

- Taking action to enable all children to have the best outcomes.

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

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

3. Signs of Abuse (Child Protection)

This school understands that there are indicators of child abuse; however, these should not be considered as a definitive list, but used when considering the possibility of abuse in children.

A full explanation of indicators is in Appendices B.

4. Specific Safeguarding Issues

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

1. Bullying including cyber bullying
2. Child Sexual Exploitation (CSE) and as defined by Working Together 2018
3. Children at risk of criminal exploitation (CCE) as defined by local safeguarding partnership procedures
4. Domestic Abuse
5. Drugs
6. Fabricated or induced illness
7. Faith abuse
8. Female Genital Mutilation (FGM)
9. Breast Ironing
10. Forced Marriage
11. Gangs and Youth Violence
12. Gender based violence/Violence against women and girls (VAWG)
13. Hate
14. Mental Health
15. Private Fostering
16. Preventing Radicalisation
17. On line abuse/Sexting

18. Teenage Relationship abuse
19. Trafficking
20. Missing children and vulnerable adults
21. Child sexual abuse within the family
22. Poor parenting, particularly in relation to babies and young children

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- difficulties may arise in overcoming communication barriers

At **St Elizabeth's CVA** we identify pupils who might need more support to be kept safe or to keep themselves safe by:

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

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

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

At **St Elizabeth's CVA** pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

Examples of this include:

4.1 Prevent Duties

The School will ensure all staff, will adhere to their duties under Prevent, as detailed in the [Prevent Duty Guidance 2015](#), (also [Prevent Duty Guidance for schools](#)) to have due regard to the need to prevent people from becoming drawn into terrorism. The HT/Principal and Chair of Governors will:

- Establish or use existing mechanisms for assessing the risk of extremism and terrorism;
- Ensure staff understand the risk and build capabilities to deal with issues identified;
- Communicate the importance of the duty;
- Ensure all Staff (including governors and volunteers) implement the duty.

This School will respond to any concern about Prevent as a Safeguarding concern and will report using local Safeguarding Procedures. This will involve making a referral to the Police Prevent team in order to develop a support plan for the individual. This may progress into CHANNEL where the risk is identified, and the individual may need extensive support. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

The school is committed to providing effective filtering and monitoring systems, this will include monitoring the activities of children when online in the school and actions taken relevant to the activity.

The school/setting will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate. (Using MyConcern to record).

The School/setting will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The HT and Chair of Governors will:

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

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

The school is committed to providing effective filtering and monitoring systems, this will include monitoring the activities of children when online in the school and actions taken relevant to the activity.

Staff are alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

4.2 Domestic Abuse

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

Children living with Domestic Abuse in their home or who are caught up in incidents of Domestic Abuse, are victims, and this can seriously harm children and young people. Some children are physically harmed as they can get caught up in the incident, some children are witnesses to the abuse, or hear the abuse. The impact on children living in a household where there is Domestic Abuse is likely to influence their development and social skills. We will treat any disclosure of information

relating to Domestic Abuse as a Safeguarding concern and we will follow local Safeguarding Procedures.

St Elizabeth's CVA receives a notification (SDAT) from Derbyshire Police where there has been an incident in a household involving a pupil at this school. We have agreed processes on how to respond and support the pupil whilst in school and are able to escalate any Safeguarding concerns into Childrens Social Care services using the local Derby and Derbyshire Safeguarding Procedures.

Teenagers aged 16/17 in a relationship are protected by Domestic Abuse Safeguarding Procedures and the law. If our school is aware that any information received about such a concern, we will treat this as Safeguarding concern and follow our Safeguarding processes.

The Multi-Agency Risk Assessment Conference (MARAC) is a multi-agency approach in managing cases of Domestic Abuse and where children are living, the victim will be seen as high risk of serious harm/ homicide. A Multi-Agency response is essential in ensuring that victims and their families are as safe as possible.

This school recognises this process and that as a partner they can make a referral into MARAC, based on information provided to them by a child, parent/carer:

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

[The necessary form to make a referral is available here: dariskassessmentandreferral](#)

4.3 Emotional/Mental Health and Wellbeing

All Staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If Staff have a mental health concern about a child we will respond to the concern, inform and discuss our concerns with parents/carers and seek ways to support the child in and out of school.

Our School will contact the local School Community Advisor for advice:

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

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

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

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

<https://derbyandderbyshireemotionalhealthandwellbeing.uk/>

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

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

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

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

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

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

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

Cyber security is a growing safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We are working with Derbyshire Education Hub, Derbyshire Audit Services and / or Derbyshire

Constabulary Cyber Protect Officer to maximise our cyber security procedures. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.

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

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

4.5 Relationship, Sex, Health Education (RSHE)

Relationship, Sex and Health Education is compulsory. As a school we have developed our approaches to meet statutory requirements and the teaching of this. This will include equality, diversity and difference.

RSHE is delivered through the "Life To The Full" scheme of work and "Journey In Love".

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

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

We recognise this is relevant to both boys and girls

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017).

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college, or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional wellbeing

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues:

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories)
- Sexual identity

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

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

4.7 Female Genital Mutilation (Child Protection)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin *
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting, or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- frequent urinary, menstrual or stomach problems
- prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations
- confiding in a professional without being explicit about the problem due to embarrassment or fear
- talking about pain or discomfort between her legs

The 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 being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless there is a good reason not to do so.

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

4.8 Allegations of Abuse against other Children/Peer on Peer Abuse

(Child Protection)

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

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

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

- Language seen as derogatory, demeaning, inflammatory;
- Unwanted banter;
- Sexual harassment;
- Sexting
- Sexual Violence;
- Hate;
- Homophobia;
- Based on gender differences and orientation;
- Based on difference.

We will pay adherence to the guidance available to schools/settings - Sexual Violence and Sexual Harassment in Schools between children (December 2017) and have a strategy in the school to identify, report and respond to any issues/incidents raised. We aim to challenge this type of abuse. We also aim to use approaches in the curriculum to address and tackle peer on peer abuse.

This links to our Anti-Bullying Policy, Behaviour policy and Equality Policy.

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

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence

At **St Elizabeth’s CVA** we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found:

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At **St Elizabeth's CVA**, we will support the victims of peer on peer abuse by support from our TA pastoral team.

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

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

We will refer to:

[Derby City & Derbyshire Thresholds Document](#)

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

[The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools](#)

[The Dfe guidance, June 2019 on Teaching Online Safety in Schools](#)

<https://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

4.10 The Child Criminal Exploitation (CCE) :

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional wellbeing

- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education

Criminal exploitation of children is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals; including, reference to the Safeguarding procedures as outlined by the local authority. This will mean a referral into the Police and Social Care. The school/setting will offer support to a victim.

4.11 Serious Violence/ Carrying Knives/Offensive Weapons & Gang Culture

Bringing and carrying a knife/offensive weapon onto school/setting premises is a criminal

offence and immediate action will be taken by calling the police. The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018 will be consulted and the school will consider and may apply the disciplinary procedure.

If a member of staff suspects a pupil/student being involved in gang culture, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. The pupil/student may be an exploited child and victim to which the school will offer support.

4.12 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

As a school we are alert to the possible indicators both for our children and their families. Any concerns will be reported using our safeguarding and child protection processes. [Criminal exploitation of children and vulnerable adults: County Lines.](#)

If a member of staff suspects a pupil/student being involved in county lines activity, this is a safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the local authority. The pupil/student may be an exploited child and victim to which the school will offer support.

4.13 Honour-based Abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

4.14 Exceptional Circumstances (**closures, partial closures, home learning**)

At **St Elizabeth's CVA**, if we find that there is a need to close or partially close the school and offer home learning we will ensure that any communication, information sharing, and the use of online learning platforms is in line with privacy and data protection requirements.

All communication with pupils, parents and carers will take place using school communication systems; for example, school email accounts, phone systems and agreed platforms e.g. Microsoft Teams. Should exception be required this will be with permission of the Headteacher.

There is an expectation that staff and pupils will engage with home learning by adhering to the principles described in our existing staff code of conduct, pupil behaviour policy and online acceptable behavior policies. Where we have issued additional guidance in relation to online working, this will be circulated via school systems and staff will be advised accordingly.

Staff and pupils will be advised how to share concerns as part of any alternative arrangements. Staff will continue to report safeguarding concerns using My Concern. Pupils can communicate concerns to staff in class emails or when having their fortnightly phone call.

Information on who will deliver sessions, along with lesson content and any sites children may be asked to visit as part of their studies will be shared with parents and carers. Parents/carers will be asked to ensure children are supervised in line with our home school distance learning agreement.

In making our arrangements we will be cognisant of [Safeguarding and remote education during coronavirus \(COVID-19\)](#)

5. Safeguarding Roles and Responsibilities

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

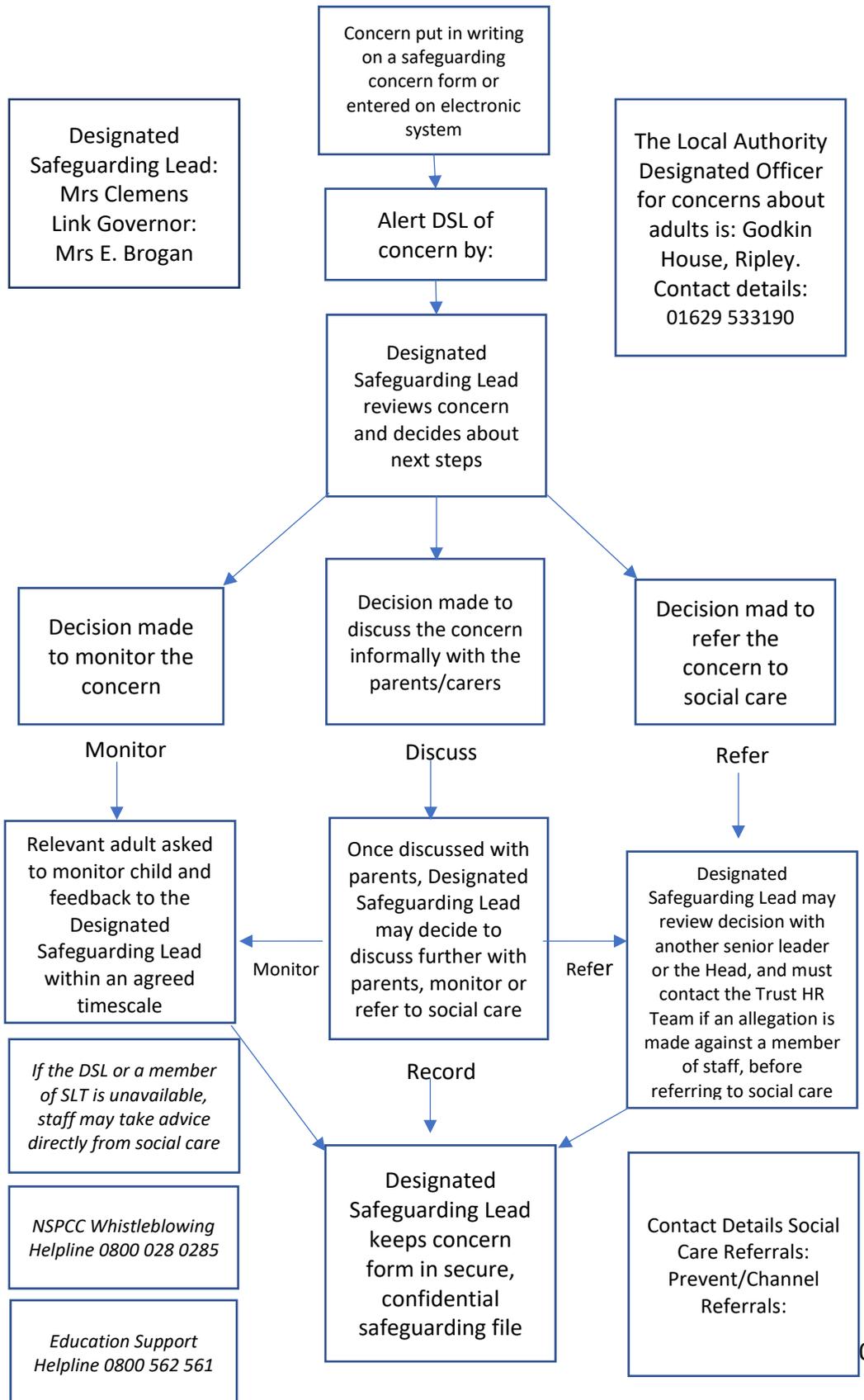
- Being aware of the local Safeguarding Partnership procedures are followed;
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to;
- Knowing who the School Designated Lead/Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care / Looked After Children), SEN/D and Anti- Bullying including who is the School link Governor for Child Protection and Safeguarding;
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the School;
- To be aware of the 'Allegations Against Professionals' LADO procedures and feel confident in been able to use them including how to report concerns about other staff and the setting;
- That any concerns any staff have about a Headteacher, should be referred to the Chair of Governors.
- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support. (see school's Whistleblowing Policy)
- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in education settings, 2019, relevant sections of 'KCSIE 2020' and local procedures for 'Safer Working Practices'. (Cross reference to similar policies, protocols the school has);
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually;
- Sharing information and working together with agencies to provide children and young people with the help and support they need;
- Supporting pupils who have been abused in accordance with his/her Child Protection Plan;
- Seeking early help where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment;

- If at any time it is considered that the child may be a 'Child in Need' as defined in the Children Act 1989; or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care;
- If any Staff, have concerns regarding a child they should raise these with the Designated Safeguarding Lead(s) who will normally decide take the next step, (however, any member of Staff, Governor or Volunteer/Student, Supply) in a School can make a referral);
- If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback;
- All Staff are aware of the local Safeguarding Partnership's Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of our schools Whistle Blowing policy;
- To recognise the new requirements on Children Missing From Education and particularly those where it is believed a child/children may be leaving the country;
- To refer & adhere to Children Missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing.
- Recognising that Home Educated Children can be more vulnerable than other children and with regard to the motivations of the intention to home educate. Therefore, recognising the responsibilities the school has to those who are thinking about or who are about to home educate, including those who have been removed from a school roll with a view to home educate;
- Recognising that looked After Children and care leavers are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed;
- All Staff recognise their roles and responsibilities under SEN/D that those children/vulnerable adults in the setting may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation;
- Recognising the needs of young carers in that they can be more vulnerable or placed at risk. Therefore, being able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers will need to refer into early help social care services for an assessment of their needs;
- All Staff are aware of the available Derbyshire school Private Fostering Policy and have an understanding of host families, and recognising they have a duty to notify the local Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous;

- All Staff are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda. This will include attendance at training on either Prevent/Wrap or training considered sufficient by the local authority which fulfils the requirements of the prevent Duty for schools;
- All Staff know about Prevent duties and will report any concerns to the Safeguarding Designated Lead in the school who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process;
- All Staff should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- All Staff should recognise what is child sexual exploitation and trafficking and know that they should seek advice and how to report any issues / incidents:
- All Staff should recognise a child may be criminally exploited or involved in gang culture and should seek advice and report any issues /incidents;
- When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEN/D;
- All Staff should recognise homelessness and the impact of the pupil facing homelessness, or who is homeless;
- This School/setting recognises the importance of learning from national and local Serious Case Reviews and Thematic Learning Reviews. We are aware of the impact this has on how we carry out our Safeguarding and Child Protection responsibilities and roles. A summary of learning for schools is available in this policy appendices D.

All Staff have responsibility for the following:

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



Role of Designated Lead within school:

The Designated Safeguarding Lead is responsible for safeguarding and child protection at **St Elizabeth's CVA** The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school
- work with external agencies and professionals on matter of safety and safeguarding
- undertake training
- raise awareness of safeguarding and child protection amongst the staff and parents
- ensure that child protection information is transferred to the pupil's new school
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff

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

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements;
- Ensure there are robust safer recruitment procedures and a framework of checks, tracking and monitoring;
- That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority(s) in trying to keep children safe;
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority on matters of Safeguarding in their School liaising with other partners and agencies;
- Ensuring that we have a lead Safeguarding Designated Lead(s) for Child Protection, appointed from the Senior Management Team and one who oversees and line manages the activities and the activities of all other leads in the school. The number of DSL's needs to be sufficient in number depending upon the size and demands of the school. That the DSL's are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that has updates at least annually and with certified training very two years.
- That a Designated Safeguarding Lead is on the premises and available at all times during the school day and there is a contact for school holiday activities on site; where this is not available or in exceptional circumstances, there is cover in place. The leadership team will ensure there is cover at all times and there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings and residential visits;
- Ensuring that appointed Designated Safeguarding Leads are fully equipped with the knowledge and skills to carry out the role and have access to appropriate regular training to help them keep up to date;
- That we work towards/have a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEN/D alongside other nominated leads in the School on these issues;
- We have an appointed teacher who is responsible for looked after children who understands his/her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures

and the school's procedures for reporting, responding and recording Child Protection concerns;

- That there are procedures in place in handling allegations against Staff, or Volunteers and any concerns staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO) in every case;
- All Staff / anyone who has contact with a child or young person including Governors, volunteers and frequent visitors who will be working in the school is given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the school's policies and procedures;
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development;
- All Staff / anyone who has contact with a child or young person including Governors and volunteers receives the appropriate training which is regularly updated;
- That we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families;
- That important policy such as those for behaviour and bullying, are kept up to date;
- To ensure that children are taught about Safeguarding, including on line, through teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- That the curriculum will implement sex, relationship and healthy relationship teaching and make the best use of PSHE to cover Safeguarding issues with children in line with the statutory obligations 2020;
- We have in place an online Safety Policy equipped to deal with a widening range of issues associated with technology;
- That we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required;
- That we understand the updated definition of child sexual exploitation and expectations around identifying, reporting and responding to any potential or actual cases of;

- That we notify the Children's Social Care department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- That we notify the Children's Social Care department if it is thought or known that a child or young person may be privately fostered.
- That we use the Local Authority Case Referral Pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or Social Care.
- Acting on the 'Learning from Serious Case Reviews' – see appendix A;
- Ensures that all Staff (governors and volunteers) are made aware of the schools Whistle Blowing policy.
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- That all Staff aware of the GDPR 2018 regulations are also does not use that as a reason not to share information about the welfare, health or safety of a child.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.

Where governors are needed to be informed of serious incidents in school, the Headteacher will communicate with the chair and the chair will then disseminate the essential information to the wider governing body.

Should also follow the Trust's serious incident procedure.

7. Creating a Safe Environment:

- We will ensure that all Staff are competent to carry out their responsibilities for Safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all Staff including volunteers feel able to raise concerns, along with being supported in their Safeguarding role.
- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the School's development (use of a Schools counsel or similar).
- That the building; including its surroundings, are safe and one where children can feel safe. Where 'extended school' activities are provided by and managed by the setting, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment checks and procedures, insurance and staff suitability. When our children attend offsite activities, we will check that effective child protection arrangements are in place. We will use risk assessment and risk management models to assist us to do this.
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with including making public on our website and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.
- That we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire LEA/ St Ralph Sherwin CMAT requirements regarding the Single Central Record.
- We recognise the host families, homestays/exchange visits abroad and the need to provide safe provision and exchanges. We have a system in place, ensuring the suitability of adults in families when arranging hosting and exchanges;
- We recognise that where our school places a pupil/student we are responsible for the safeguarding of that pupil/student and will check and review those arrangements to reassure ourselves of those safeguarding arrangements and that of the health, safety & wellbeing of that pupil/student. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement;

8. Recruitment, Staffing:

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required;
- We must, where relevant, check the identity of a person being considered for appointment and their right to stay in the UK;
- We must undertake overseas checks if a staff member being employed or has returned from a period of employment from abroad;
- If the person has lived or worked outside the UK, make any further checks the school consider appropriate;
- Verify professional qualifications, as appropriate. The Teacher Services' system should be used to verify any award of qualified teacher status (QTS);
- Schools/settings must ensure that a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State
- We must ensure staff and volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post and this includes any Prohibition checks necessary for the post;
- We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required;
- We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned; aware that this is a legal duty, this includes Teaching Disciplinary Regulations, 2012;
- That we make use of the DBS Service where appropriate;
- That applications are scrutinised and further enquiries are made and evidenced around any clarification or need for further exploration;
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training, including a Governor (School may choose their training ensuring at a minimum it covers the 'Keeping Children Safe Guidance', and equips them with the necessary knowledge and skills);
- We must pursue references with measures in place to ensure scrutiny and to verify all potential staff;

- Raise an alert with a senior member of the leadership team if there are gaps in references and / or any missing references;
- That our Volunteers/students/supply are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children and have risk assessments in place for volunteers in the school undertaking activities with the children;
- That all our Governors have the enhanced DBS and other checks that may be required (Section 128);
- That we understand the requirements if schools are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children / young people who attend clubs, holiday schemes and other activities on their premises;
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the school, the local community and or viewed to be inflammatory e.g.- banned political groups

Following successful recruitment, induction training must include the following:

- the Child Protection Policy
- the Behaviour Policy
- the Staff Behaviour Policy (sometimes called a Code of Conduct)
- the safeguarding response to children who go missing from education
- the role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any deputies) (see KCSIE (2020))

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

These are listed in Appendices E.

8.1 Supply/Agency Staff

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

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

The Governing body/proprietor will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

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

8.2 Students/Work Placements

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

We will use a risk assessment model with the student to determine suitability, and expectations around the placement when commencing.

If the student/teacher is over 18 years of age, we will as a school apply the allegations against professionals, volunteers, and carers criteria if any concerns come to our attention.

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

9. Safeguarding Processes and Procedures

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

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

9.1 Emerging Needs / Early Help

All Staff who has contact with a child or young person are made aware of what Early Help means, how to identify emerging needs and understanding their role within it. This means sharing information

and having discussions with the Designated Safeguarding Lead, liaising with other professionals and supporting children identified in the school (i.e. potentially vulnerable and those who are vulnerable) who may therefore need Early Help intervention.

The provision of Early Help Services should form part of a continuum of help and support to respond to the different levels of need of individual children and their families.

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

If support needs to be increased then, depending on the home address of the child, the school should make a referral using the appropriate details in Appendix G.

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

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

9.2 Needs of Children with a Social Worker

We recognise that children may need a Social Worker due to Safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, we understand that this should inform decisions about safeguarding, with regard to attendance, missing, exclusions and we should work to actively promote their welfare, providing pastoral support and access to services and the Virtual School.

9.3 Referring to Children's Social Care

St Elizabeth's CVA will ensure all Staff know that if any have concerns about the welfare and safety of a child, discussions take place with the Designated Safeguarding Lead as soon as they are aware or know about a concern and the Designated Safeguarding Lead reports that concern as soon as

possible. The Designated Safeguarding Lead will act upon the information received; however, we also recognise any one can make a referral into Children's Social Care.

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

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

If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of the Multi-Disciplinary Plan, and any supporting document evidence to support a threshold should be attached to the written confirmation. If the professional does not have a copy, reference to the completed Early Help Assessment should be made in the written confirmation. Details within the reference should include: who undertook the Assessment, and their contact details if known.

Feedback should be provided following any referral

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

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

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

9.4 Records

All concerns about a child will be recorded and records kept. This record will be a separate child protection/welfare record held on a separate child protection file and each concern clearly recorded with all decisions, actions taken and with outcomes and feedback to the referrer. We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to safeguard children at the school.

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

We will follow the Local Authorities' current guidance on the Child Protection Record Keeping Guidance for Schools and await any instruction with regard to the National Inquiry into Child Sexual Abuse (historical Child Protection records on children and records on staff where there are allegations). We will therefore not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the school or connected to the school.

9.5 Recruitment

This school/setting will ensure that Safer Recruitment practices are always followed and that the requirements outlined in the statutory guidance 'Keeping Children safe in Education" and any supporting DBS documentation are followed in all cases.

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

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

We will have a Single Central Record which will cover all Staff, including Governors, Volunteers, frequent Visitors, Students, Agency and Supply, and in some cases contractors providing a service to the school. We will ensure this record is regularly updated and reviewed in line with National and Local requirements.

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

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

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

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

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

9.6 The Disclosure and Barring Service (DBS):

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

The DBS are responsible for:

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

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

A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met.

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

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

- Where relevant a separate Barred Check List has been completed;

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

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

The School will adhere to the procedures set out under 'Allegations Made Against Professionals' (Allegations of Abuse by Teachers and other Staff), this document can be found on the Local Safeguarding Childrens Partnership website.

If a member of Staff has concerns about another member of Staff, Volunteer, Carer, Student, Supply and Agency Staff, then this will be referred to the Head Teacher. Where there are concerns about the Head Teacher this will be referred to the Chair of Governors.

We will ensure that the allegations threshold is considered, where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This may also mean a referral to the Police. A referral to the Police will also apply to:

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

In our considerations where it is felt it meets the criteria, or you require advice, we will make a referral in every case to the Local Authority Designated Lead (LADO), using the [Derby and Derbyshire LADO](#)

Referral Form and that this is done by an appropriate member of the Senior Management Team / contact details in APPENDIX G

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

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

[Keeping Children Safe in Education statutory Guidance for schools/colleges](#)

[The Local Safeguarding Partnership Procedures, and the schools HR procedures.](#)

10. Important Contacts

A list of important contacts are explained in Appendices G.

11. Management of the Policy

The Governing Body/Trustee will;

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

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

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

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

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

Signed by:

Chair of Governors *MJ Booth*

Date: 5.2.21

Safeguarding link Governor: *E Brogan*

Date: 5.2.21

Head Teacher *AJ Clemens*

Date: 5.2.21

Appendix A. Types of Child Abuse

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional Abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Sexual Abuse** and child sexual abuse within the family (CSIF) involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
 - Provide adequate food, clothing and shelter.
 - Protect a child from physical and emotional harm or danger.
 - Ensure adequate supervision (including the use of inadequate care-givers); or
 - Ensure access to appropriate medical care or treatment.
 - Respond to a child's basic emotional needs

- **Bullying** and forms of bullying on and off line including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse [see school anti-bullying and behaviour policies].

Appendices B. Indicators of Child Abuse

Physical Abuse

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

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

The physical signs of abuse may include:

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

Changes in behaviour that can also indicate physical abuse:

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

Emotional Abuse

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

Changes in behaviour which can indicate emotional abuse include:

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

Sexual Abuse

It is recognised that there is underreporting of sexual abuse with in the family. School all staff and volunteers should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

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

The physical signs of sexual abuse may include:

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

Changes in behaviour which can also indicate sexual abuse include:

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

Neglect

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

The physical signs of neglect may include:

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

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

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

Appendices C. Remote/Offsite Working and safeguarding



Remote/Off-Site Working Advice for Schools

PUBLIC

The aim of this document

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

The purpose of this document

To provide school staff with clear advice for addressing and minimising potential threats to Cyber Security and Data Privacy.

Further information is available from the GDPR in Schools team and Tracy Coates, Senior Community Safety Officer: tracy.coates@derbyshire.gov.uk

Audience

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

Introduction

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

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

1 School Policy and Procedures

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

- 1.1 Take this opportunity to remind users about your Acceptable Usage Policy (AUP). Remind staff not to lend their machines to their children or other members of their family.
- 1.2 Staff must be conscious of the school's reputation when using communication platforms. Remind staff professional standards apply.
- 1.3 Keep a printed copy of your procedures and checklists offsite or securely store them in the cloud.
- 1.4 Remind staff that you can monitor/check their activity as per your policies and terms and conditions of employment. At home, staff may 'forget' they are using work devices and the delineation is more blurred.
- 1.5 Have a designated method for staff to send critical messages (health, safety, mental health, security incident) quickly and securely. Consider how this would work if the issue was IT related.
- 1.6 If using file sharing services be sure to check who has 'modify or read-write' access, who can view and who is the document owner. Ensure there is access to school policies and key documents for staff.

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

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

In 2016/17 in summary form we learnt that:

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

In 2018/19 we learnt that:

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

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

- A requirement for holistic & family based approach to ante-natal care and the importance of recording a full history of parents
- A need for professional curiosity into parental capacity & the mental health of parents
- To find out about the role of fathers/male partners/boyfriends in families
- To understand how mental health issues impact on the welfare & development of young children
- To act upon disrupted education, going missing, school refusal

- To know about the need to distinguish between sexual abuse, sexual exploitation , and or/underage sexual activity
- To identify neglect in disabled children
- A requirement to know about and use escalation & challenge processes provided by a safeguarding board where there are professional disagreements
- To know that when safeguarding teenagers understanding a tension between respecting their autonomy and keeping them safe
- To understand the impact of bereavement, loss and transition for children and especially young people
- Realise and respond to parents who dominate and manipulate TAF meetings (early help/CIN) by disputing points, creating diversions & feigned compliances with recommendations.

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

From 2015 analysing 10 cases, themes:

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

Theme Neglect:

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

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and leaning relevant for schools can be found on the [Derbyshire Safeguarding Childrens Board](#) website

Appendices E. Roles and Responsibilities in safeguarding St Elizabeth's CVA

The Senior Designated Safeguarding Lead is: **Mrs A Clemens**

The Deputy Designated Safeguarding Lead is: **Mrs R Heath**

The Appointed Teacher for Looked after children/virtual School: **Mrs K Acton**

The Appointed Teacher for SEND: **Mrs R Heath**

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

The Designated Link Governor for Safeguarding is: **Mrs E Brogan**

The Designated Link Governor for Anti- Bullying is: **Mrs MJ Booth**

The Designated link Governor for Looked after Children (Child in Care) is: **Mrs E Brogan**

Other Pastoral Members who take responsibility for safeguarding are: **Sr Dorothy Paul Black**

Appendices F. Making a referral:

Essential information to include when making a referral:

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

- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support.
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information;
- The details of the person making the referral.

Other information that may be essential:

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

Where there is a difference of professional opinion around the referral and / or any steps taken by Starting Point, we will escalate our concerns including into Starting Point, asking to speak to a Starting Point manager.

Making a Referral

Before a referral is made into front door services eg- Starting Point Derbyshire, First Contact Derby, if the information is not about immediate concerns for the health, safety and or wellbeing of a child, consideration must be given to:

- Undertaking an early help assessment
- Using and evidencing the current threshold document* - see link in Appendix G

***Practice Examples**

Level 1 - Universal Open Access to Provision

Unborn babies, children and young people who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities, housing or voluntary services.

Level 2 - Emerging Needs

Unborn babies, children and young people whose needs require some extra co-ordinated support from more than one agency. These services should work together to agree what extra help may be needed to support a child or young person at an early stage. There is no need for intensive or specialist services.

Level 3 - Intensive

Vulnerable unborn babies, children and young people and those who have a disability. Children and young people whose needs are more complex. This refers to the range, depth or significance of the needs. A number of these indicators would need to be present to indicate need at a level 3 criteria.

More than one service is likely to become involved. It is expected that the updated early help assessment will provide clear analysis and rationale for both the family and other services that Level 3 Intensive threshold has now been met.

If it was considered that the team around the family (TAF) plan had not met the child or family's emerging needs and that threshold for Level 3 intervention was met, consideration would be given to the role of intensive services being offered through children's services early help team or the completion of a single assessment by a qualified social worker.

Level 4 - Specialist

Unborn babies, babies, children, young people and families whose needs are complex and enduring and cross many domains. More than one service is normally involved, with all professionals involved on a statutory basis with qualified social workers as the professional leads. It is usually local authority children's social care who act as the lead agency.

Confidentiality

The safety and welfare of the child overrides all other considerations, including the following:

- Confidentiality;
- The gathering of evidence;
- Commitment or loyalty to relatives, friends or colleagues.

The overriding consideration must be the protection of the child - for this reason, absolute confidentiality cannot and should not be promised to anyone.

Listening to the Child

If the child makes an allegation or discloses information which raises concern about Significant Harm, the initial response should be limited to listening carefully to what the child says so as to:

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

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

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

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

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

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

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

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

Parental Consultation

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

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

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

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

Appendices G. Important Contact Details

Derbyshire/ Derby City

Derbyshire Call Derbyshire (Starting Point): **Tel: 01629 533190**

24/7, 365 days per week Derbyshire contact and referral service for concerns that a child/adult over 18 is suffering or at risk of significant harm.

All other requests for support for children and their families use an online referral form

www.derbyshire.gov.uk/startingpoint

Starting Point Professionals Advice line Childrens : **Tel: 01629 535353**

Derby City First Contact Team : **Tel: 01332 641172**

LADO Derby & Derbyshire (Local Authority Designated Officer- allegations against staff, volunteers, carers)

Professional.Allegations@derbyshire.gov.uk

When to contact the Police:

<https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/when-to-contact-the-police.aspx>

Police Non Emergencies: 101

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

[Report Child Abuse](#)

Cyber Crime

www.saferderbyshire.gov.uk/cyberchoices

Prevent:

Making a Prevent referral Derby & Derbyshire

www.saferderbyshire.gov.uk/preventreferral

Contact the lead officer for Prevent at Derbyshire County Council

DCC Prevent Lead : **Tel: 01629 538473**

Appendices H. SRSCMAT Safeguarding Statement

ST RALPH SHERWIN CMAT SAFEGUARDING STATEMENT

St Ralph Sherwin Catholic Multi Academy Trust's first priority is the welfare of our children. We are committed to the highest standards in protecting and safeguarding the children entrusted to our care at all times.

In September 2020, the DfE published the revised *Keeping Children Safe in Education – statutory guidance for schools and colleges*. This guidance contains information on what schools, including academies, should do and sets out the legal duties with which they must comply. (This was updated in January 2021 following the EU exit).

In law, individual academies are deemed to be 'relevant partners' of their local authority and as such are under a duty to co-operate in that local authority's Local Safeguarding Partnership arrangements. St Ralph Sherwin Catholic Multi Academy Trust ensures not only compliance at the local level but also assumes a strategic responsibility to ensure that safeguarding practice is of high quality.

The Trust has established a Leader of Safeguarding within the Executive team and a Safeguarding Lead Trust Board Director from the Trust Board to share good practice and to develop the strategic Safeguarding policies and procedures of the Trust.

We have comprehensive Safeguarding Procedures in place at each of our Academies which are available to download from the websites and from the individual academies on request.

We know that some children may be the victims of neglect or physical, sexual or emotional abuse, and all our staff receive regular training on how to recognise the signs of abuse and, by virtue of their day-to-day contact and knowledge of the children, are well placed to identify such abuse and offer support to those children.

In order to protect our children, we:

- Create an atmosphere where all our children can feel secure, valued and listened to
- Are able to recognise signs and symptoms of abuse

- Are able to respond quickly and effectively to cases of suspected abuse
- Monitor and support children at risk
- Use the curriculum to raise children's awareness, build confidence and skills
- Work closely with parent/carers and support external agencies
- Ensure that all adults within our schools who have access to children have been checked as to their suitability via an Enhanced DBS check and other pre-employment vetting checks
- Provide regular training and updates to our staff on a range of safeguarding issues

We will endeavour to support each child by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within our schools
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Children's Services via the approved mechanisms as soon as there is a significant concern
- Providing continuing support to a child about whom there have been concerns and who leaves a school by ensuring that appropriate information is forwarded under confidential cover to the child's new school.

Anyone who is concerned about the safety or well-being of any child within the St Ralph Sherwin Catholic Multi Academy Trust should in the first instance contact the relevant Academy and ask to speak to the Designated Senior Person for Safeguarding.

Annex

This section is included as we have Reception aged children in school.

Please note that the requirements on the following pages **only** relate to the Welfare and Safeguarding requirements of the EYFS (0-5 years). The learning and development requirements must also be met in full.

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

EYFS Safeguarding and Welfare Requirements - Policies and Procedures:

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

<p>Child Protection</p>	<p>3.4 – 3-8 (see above)</p>	<p>The Safeguarding Policy and procedures must include:</p> <ul style="list-style-type: none"> • an Allegation being made against a member of staff (This is included in this schools overarching model child protection & safeguarding policy) • the use of mobile phones and cameras in the setting (<i>refer here to the guidance where this is clear and explained in your school and additional guidelines expected in nurseries around use of cameras on premises</i>)
<p>Suitable Person</p>	<p>3.9 - 3.13</p>	<p>Providers must tell Staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). This is explained in more detail in our overarching model child protection & safeguarding policy.</p> <p>Providers must also meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.</p>

		This is explained in more detail in our overarching model child protection & safeguarding policy.
Disqualification	3.14 - 3.18	<p>A provider or a childcare worker may be disqualified from registration. Where a person is disqualified, the provider must not employ that person in connection with early years provision. Where an employer becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children.</p> <p>A provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed.</p> <p>The information must be provided to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.</p>
Staff taking medication/ other substances	3.19	<p>If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice.</p> <p>Providers must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children, at all times.</p>
Staff qualifications, training, support and skills	3.20 – 3.26	Induction training must include information about emergency evacuation <u>procedures</u> , safeguarding, child protection, and health and safety.
Key Person	3.27 –	Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. In schools this will often be the teacher.

<p>Staff: child ratios –</p>	<p>3.28 – 3.43</p>	<p>Providers must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing.</p> <p>Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible. The ratio and qualification requirements below apply to the total number of staff available to work directly with children.</p> <p>For children aged two:</p> <ul style="list-style-type: none"> • there must be at least one member of Staff for every four children • at least one member of Staff must hold a full and relevant level 3 qualification • at least half of all other Staff must hold a full and relevant level 2 qualification <p>For children aged three and over in maintained nursery schools and nursery classes in maintained schools:</p> <ul style="list-style-type: none"> • there must be at least one member of Staff for every 13 children • at least one member of staff must be a School Teacher as defined by section 122 of the Education Act 2002 • at least one other member of Staff must hold a full and relevant level 3 qualification <p>Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. ‘School teachers’ do not include teaching assistants, higher level teaching assistants or other support staff.</p> <p>Where schools have provision run by the governing body (under section 27 of the Education Act 2002) for three- and four-year-olds</p>
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<p>Staff: child ratios –</p>		<p>who are not pupils of the school, they can apply: a 1:13 ratio where a person with a suitable level 6 qualification is working directly with the children; or a 1:8 ratio where a person with a suitable level 6 qualification is not working directly with children but at least one member of staff present holds a level 3 qualification.</p> <p>Where children in nursery classes attend school for longer than the school day or in the school holidays, in provision run directly by the governing body or the proprietor, with no teacher present, a ratio of one member of staff to every eight children can be applied if at least one member of staff holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.</p> <p>Some schools may choose to mix their reception classes with groups of younger children (nursery pupils, none pupils or younger children from a registered provider), in which case they must determine ratios within mixed groups, guided by all relevant ratio requirements and by the needs of individual children within the group. In exercising this discretion, the school must comply with the statutory requirements relating to the education of children of compulsory school age and infant class sizes. Schools' partner providers must meet the relevant ratio requirements for their provision.</p> <p>Where the provision is solely before/after school care or holiday provision for children who normally attend Reception class (or older) during the school day, there must be sufficient staff as for a class of 30 children. It is for providers to determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children. It is also for providers to determine what qualifications, if any, the manager and/or staff should have.</p>
<p>Health</p>	<p>3.44 – 3.46</p>	<p>Schools must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill. Providers must have and implement a policy and procedures, for administering medicines.</p>

Food and drink	3.37 - 3.49	<p>Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious. Before a child is admitted to the setting the provider must also obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water must be available and accessible at all times. Providers must record and act on information from parents and carers about a child's dietary needs.</p> <p>There must be an area which is adequately equipped to provide healthy meals, snacks and drinks for children as necessary. There must be suitable facilities for the hygienic preparation of food for children. Providers must be confident that those responsible for preparing and handling food are competent to do so. In group provision, all staff involved in preparing and handling food must receive training in food hygiene.</p> <p>Registered providers must notify Ofsted of any food poisoning affecting two or more children cared for on the premises.</p>
Accident or Injury	3.50 – 3.51	<p>Registered providers must notify Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence. Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.</p>
Smoking	3.56	<p>Wider legislation must be met (i.e. signage and no smoking in cars with children)</p>
Premises		
Risk Assessment	3.64	<p>Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.</p>
Outings	3.65 – 3.66	<p>A trained paediatric first aider must be available on all trips.</p>

Special educational need	3.67 - 3.68	No policy requirement stated – however in ‘Inspecting safeguarding in early years, education and skills settings’ document this must be in the child protection policy – see bottom of page.
Information and Records	3.68 – 3.71	Providers must enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. If requested, providers should incorporate parents’ and/or carers’ comments into children’s records.
Information about the child	3.72	No policy requirement stated
Information for parents and carers	3.73	<u>Details of the provider's policies and procedures</u> should be published and they must make <u>copies available on request</u> , including the procedure to be followed in the event of a parent and/or carer <u>failing to collect a child</u> at the appointed time, or in the event of a <u>child going missing</u> at, or away from, the setting.
Complaints	3.74 – 3.75	Providers must put in place a <u>written procedure for dealing with concerns and complaints</u> from parents and/or carers, and must keep a written record of any complaints, and their outcome.
Changes that must be notified to Ofsted	3.77 – 3.78	All registered early years providers must notify Ofsted of any change: <ul style="list-style-type: none"> • in the address of the premises (and seek approval to operate from those premises where appropriate); to the premises which may affect the space available to children and the quality of childcare available to them • any proposal to change the hours during which childcare is provided; • any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children • where the early years provision is provided by a company, any change in the name or registered number of the company • where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the 'nominated individual'

		<ul style="list-style-type: none">• where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officer or members of its governing body
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Inspecting safeguarding in early years, education and skills settings – Ofsted 2019

Page 7	<ul style="list-style-type: none"> • Leaders and managers have put in place effective Child Protection and staff behaviour policies that are well understood by everyone. • All staff and other adults are clear about procedures where they are concerned about the safety of a child or learner.
Page 10	<ul style="list-style-type: none"> • All staff and carers have a copy of and understand the <u>written procedures</u> for managing allegations of harm to a child or learner. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners. This is explained in more detail in our school overarching child protection & safeguarding policy.
Page 11	<ul style="list-style-type: none"> • Consider the content, application and effectiveness of safeguarding policies and procedures and the quality of safeguarding practice, including evidence that staff are aware of the signs that children or learners may be at risk of harm either within the school or in the family or wider community.
Page 12	<ul style="list-style-type: none"> • child protection/safeguarding and staff behaviour policies and procedures are in place, consistent with government guidance, refer to locally agreed multi-agency safeguarding arrangements and are regularly reviewed • staff, leaders and managers recognise that children and young people are capable of abusing their peers and this risk is covered adequately in the child protection or safeguarding policy • the child protection or safeguarding policy reflects the additional barriers that exist when recognising the signs of abuse and neglect of children who <u>have special educational needs and/or disabilities</u>

Page 13	<ul style="list-style-type: none">• The school has clear policies and procedures for dealing with children and learners who go missing from education, particularly those who go missing on repeat occasions.
Page 15	<ul style="list-style-type: none">• school is implementing its safeguarding policy and processes effectively and keeping them under review.

DfE Statutory Framework for the Early Years Foundation Stage 2017

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