



FOREMARKE HALL

REPTON PREPARATORY SCHOOL

Safeguarding & Child Protection Policy

Repton Preparatory School

Last reviewed: Michaelmas 2018

Next review: Michaelmas 2019

This policy is a whole school policy relevant to all those who have contact with and/or responsibility for children at the school. It applies to all pupils from Early Years to Year 8 and is an overarching policy. Policies where Safeguarding plays a significant role include:

Admissions Policy
Anti-Bullying Policy
Behaviour Management Policy
Boarding Schools, National minimum Standards
Staff Code of Conduct
Communication with Parents Policy
Cyber Bullying Policy
Data Protection Policy
EYFS Policy
ICT Network Acceptable Use Policy
Medical Confidentiality and Consent Policy
Pastoral Policy
Portable Electronic Devices policy
Physical Restraint and Intervention Policy
SEND
Staff Employment Handbook (includes Whistleblowing and use of mobile phones)
Taking, Storing and Using Images of Children
Visiting Speakers Policy/Visitors and Security

The safety and welfare of our pupils is our highest priority. All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs. Our aim is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. No child or group of children will be treated any less favourably than others in being able to access services which meet their particular needs. In all matters relating to Safeguarding and Child Protection the School will follow the procedures laid down by the Derbyshire Safeguarding Children Board (DSCB) together with DfE guidance contained in Working Together to Safeguard Children (WTSC 2018) and Keeping Children Safe in Education (KCSiE, September 2018)

Designated Safeguarding Lead: Mrs Lucy Kelly

Deputy Safeguarding Leads: Miss Kellee Cavill (EYFS) and Mr Michael Casey

Designated Governor for Safeguarding: Mrs Anne Hill

Assistant Head Pastoral: Mrs Lucy Kelly

Review

The Safeguarding Policy is the responsibility of the Senior Management Team and will be reviewed at least annually, according to the school's policy review cycle. When reviewing this policy, the school will draw on the expertise of staff in shaping the safeguarding arrangements and policies, to ensure that the school considers at all times what is in the best interests of the child.

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1. Introduction and Context

1.1 Our responsibilities

Foremarke Hall fully recognises its responsibilities for Child Protection and Safeguarding, and 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.

This policy should be read in conjunction with:

‘Working Together to Safeguard Children’ (2018) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link:

<http://www.workingtogetheronline.co.uk/index.html>

[“Keeping Children Safe in Education” \(September 2018\), which is the statutory guidance for Schools and Colleges. The guidance is available via the following link:](#)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

[“What to Do if Worried a child is being Abused: Advice for Practitioners”. March 2015. The guidance is available via the following link:](#)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

[“Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers”. March 2015. The guidance is available via the following link:](#)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

[“The Prevent Duty Departmental, advice for Schools and child care providers June 2015. The guidance is available via the following link:](#)

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Boarding schools National Minimum Standards. Gov. Uk

https://www.gov.uk/government/.../20150319_nms_bs_standards.pdf

1.2 Our Principles

Safeguarding arrangements at Foremarke Hall are underpinned by three key principles:

- Safeguarding is everyone's responsibility: all Staff, Governors and anyone working within the school community should play their full part in keeping children safe.
- Foremarke Hall operates a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.

- All Staff, Governors and those working within the school have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, Governors and all those working within the school should feel confident that they can report all matters of safeguarding in the School where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- That all staff, Governors and those working within the school have a clear understanding of and be able to identify 'a child in need' and 'a child at risk of harm' and the procedures to follow for each concern.

1.3 Our Policy

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

- The types of abuse that are covered by the policy;
- The signs of abuse that Staff and those working in the school community should look out for;
- Roles and responsibilities for Safeguarding;
- Expectations of Staff and Volunteers with regard to Safeguarding, and the procedures and processes that should be followed, including the support provided to children;
- How the School will ensure that all Staff, Governors and those working in the school community are appropriately trained, and checked for their suitability to work within the School;
- How the policy will be managed and have its delivery overseen.

Through implementation of this policy we will ensure that our School provides a safe environment for children to learn and develop.

2 Types of Abuse

2.1 Children who may require early help

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

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Previously looked after children.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Children with absent parents.
- Homeless children.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.

These children are therefore more vulnerable; Foremarke Hall will identify vulnerable children and ensure that we know the processes to secure advice, help and support where needed.

All Staff, Governors and those working within the School community should;

- Be aware that children with SEND can face additional Safeguarding challenges and there may be additional barriers to recognising abuse and neglect in this group of children
- Be aware that indicators of possible abuse such as behaviour, mood or injury may or may not relate to the child's disability and will require further exploration
- Be aware that children with SEND may be disproportionately impacted by issues such as bullying without showing any outward signs
- Be aware that children with SEND may be unable to communicate instances of possible abuse
- The school's behaviour and anti-bullying policies make specific reference to dealing appropriately with SEND. Staff should be vigilant in relation to the bulleted points above, reporting any concerns to the DSL

2.2 Child Abuse

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

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

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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 2018' as:

- **Physical abuse** - may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying),

causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
 - Provide adequate food, clothing and shelter.
 - Protect a child from physical and emotional harm or danger.
 - Ensure adequate supervision (including the use of inadequate care-givers); or
 - Respond to a child's basic emotional needs
 - Ensure access to appropriate medical care or treatment.

All staff, governors and those working within the school community should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Bullying and forms of bullying including Cyber Bullying is also abusive and will include at least one, if not two, three or all four, of the defined categories of abuse.

2.3. Specific Safeguarding Issues

There are specific issues that have become critical issues (highlighted are current key concerns in Derbyshire and nationally) in Safeguarding that Schools will endeavour to ensure their Staff, Governors and all those working within the school community are familiar with and there are processes in place to identify, report, monitor and include in teaching:

- Bullying including cyber bullying
- Peer on peer abuse
- Child Sexual Exploitation (CSE)
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate

- Honour based violence
- Mental Health
- Private Fostering
- Preventing Radicalisation
- On line abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

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

3 Signs of Abuse (Child Protection)

3.1 Physical abuse

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

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

The physical signs of abuse may include:

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

Changes in behaviour that can also indicate physical abuse:

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

- Running away from home.

3.2 Emotional Abuse

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

Changes in behaviour which can indicate emotional abuse include:

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

3.3 Sexual Abuse

It is recognised that there is underreporting of sexual abuse within the family. All staff and those working within the school 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. Sexual abuse may also occur between children (peer on peer abuse) and all staff and those working within the school community must be vigilant to the possibility of this type of abuse.

In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

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

Changes in behaviour which can also indicate sexual abuse include:

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

3.4 Neglect

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

The physical signs of neglect may include:

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

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

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

3.5 Specific Safeguarding Issues

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

<https://www.gov.uk/government/organisations/department-for-education> and more

importantly access local procedures, strategies and tools through

www.derbyshirescb.org.uk

Foremarke Hall will incorporate signs of abuse and specific safeguarding issues in safeguarding into briefings, Staff Induction training, and on-going development training for Staff, Governors and all those working within the school.

3.6 Prevent Duties

The School will ensure all staff including governors and all those working within the school community adhere to their duties in the Prevent guidance 2015 to prevent radicalisation.

The Headmaster 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 those working within the school implement the duty

Foremarke Hall will respond to any concern about Prevent as a Safeguarding concern and will report in the usual way using local Safeguarding Procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

Foremarke Hall is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school. A daily report will be sent to The Assistant Head Pastoral and Head of IT which enables us to identify any inappropriate use of the internet. The school also considers any use of 3G and 4G on the school premises and school activities to ensure that access is managed in a manner which promotes the children's safeguarding.

Foremarke Hall will use the relevant forms to record any concerns, keeping records of concerns, discussions and decisions made, and the reasons for those decisions, which will be treated as a Child Protection Record and storing them as appropriate.

3.7 Child Sexual Exploitation

Risk factors may include;

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

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

3.8 Female Genital Mutilation

Foremarke Hall recognises and understands that there is now a mandatory reporting duty for all staff, governors and those working within the school community 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, Governor or those working within the school community are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless there is a good reason not to do so.

Signs may include:

- Days absent from school
- Not participating in Physical Education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category* especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM

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

3.9 Allegations of abuse against other children/Peer on Peer abuse

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

Peer on peer abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. This may mean a referral into the Police and Social Care. Foremarke Hall will consider and may apply the behaviour management policy. Foremarke Hall 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 (see 3.10)
- Hate;
- Homophobia;
- Based on gender differences and orientation;
- Based on difference.

We are working hard as a school to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum and within boarding to address and tackle peer on peer abuse. Staff must be vigilant not to accept that pupils may try to pass verbal abuse off as banter.

3.10 The sending of indecent images from one person to another through Digital Media Devices

Foremarke Hall 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 Children's Social Care Safeguarding Procedures chapter
http://derbyshirescbs.proceduresonline.com/chapters/p_abuse_img_ch_ict.html?zoom_highlight=sexting

Derbyshire Police, interim guidance on "Sexting" Version 3. June 2016. (Appendix E)

The Dfe guidance 2018 on Searching Screening and Confiscation Advice for Schools

4 Safeguarding Roles and Responsibilities

4.1 All Staff have responsibility for the following:

- Reading and understanding KCSIE (2018) and Annex A
- Reading and understanding the school's safeguarding policy
- Being aware of Working Together to Safeguard Children (2018)
- Ensuring the safety and welfare of each and every child is at the forefront of their thinking
- Being aware of the Derby and Derbyshire Safeguarding Procedures, <http://derbyshirescbs.proceduresonline.com/index.htm> and ensuring these procedures are followed;
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to;
- Knowing who the School Designated Lead for Safeguarding are and the relevant links for CIC (Child in Care/Looked After Children), SEND and Anti- Bullying including who is the School 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' 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 the Headmaster, should be referred to the Chair of Governors, without informing the Headmaster
- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support.

- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in education settings, 2015', relevant sections of 'KCSIE 2018' and local procedures for 'Safer Working Practices'
- 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 Staff, Governors and all those working within the school 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 in a School/College can make a referral directly to Derbyshire SCB);
- If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback;
- To recognise the new requirements on Children Missing From Education and particularly those where it is believed a child/children may be leaving the country;
- To refer & adhere to Children Missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing.
- Recognising that Home Educated Children can be more vulnerable than other children and with regard to the motivations of the intention to home educate. Therefore, recognising the responsibilities the school/college has to those who are thinking about or who are about to home educate, including those who have been removed from a school/college roll with a view to home educate;
- Recognising that looked After Children are more vulnerable than other children and often have poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential;
- All Staff, Governors and those working within the school recognise their roles and responsibilities under SEND that those children 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, Governors and those working within the school are aware of the Private Fostering and have an understanding of host families (KCSIE September 2018) 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, Governors and those working within the school 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.
- All Staff, governors and those working within the school know about Prevent duties and will report any concerns to the Designated Safeguarding 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, governors and those working within the school 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, Governors and those working within the school recognise the need of our boarding community in that these children will require additional support whilst away from home and may have specific needs.
- All Staff, Governors and those working within the school recognise that children living away from home may be more vulnerable and require specific support.
- Foremarke Hall 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.

4.2 Governors responsibilities:

- Taking leadership responsibility for the school's Safeguarding and Child Protection arrangements;
- Ensuring that they themselves are up to date with emerging issues in Safeguarding and recognise the strategies used by the school in trying to keep children safe;
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding (Mrs Anne Hill)
- Ensuring that we have a Designated Safeguarding Lead (Mrs Lucy Kelly) 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 is 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.
- Ensuring that a Designated Safeguarding Lead is on the premises and available, where this is not available there is cover in place (Deputy DSL’s; Miss Kellee Cavill and Mr Michael Casey). Therefore, ensuring there is cover at all times for staff to have a clear pathway for raising concerns and in a timely way;

- 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;
- Appointing a teacher who is responsible for looked after children (Mrs Lucy Kelly), who understands 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;
- Ensuring that there are procedures in place in handling allegations against staff or anyone working within the school community and any concerns staff and volunteers have (including concerns about the setting) are brought to the attention of the Headmaster;
- Ensuring that all Staff and anyone working within the school community (including volunteers and frequent visitors) who will be working in the school is given a mandatory induction which includes the names of the DSLs, knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities, this policy, Part 1 and Annex A of KCSIE 2018, the whistle-blowing policy and the staff Code of Conduct. 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 other safeguarding-related policies and procedures;
- Ensuring that all Staff have regular reviews of their own practice to ensure ongoing personal/professional development;
- Ensuring that all Staff and anyone working within the school community including volunteers receives the appropriate training which is regularly updated;
- Ensuring that we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families;
- Ensuring that important policy such as those for behaviour and bullying, are kept up to date.
- Ensuring that children are taught about Safeguarding, including on line safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Ensuring that the curriculum makes best use of PSHE to cover Safeguarding issues with children;
- Ensuring that the school has in place an on-line Safety Policy equipped to deal with a widening range of issues associated with technology;
- Ensuring that we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- Ensuring 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.
- Ensuring 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.
- Ensuring 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.

- Ensuring that all Staff, governors and anyone working within the school community are made aware of the Confidential Reporting Code (Whistle Blowing 2014).
- Ensuring that all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- Ensuring the Single Central Register (SCR) is kept up to date
- Ensuring that all Senior members of staff are subject to Section 128 checks.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.
- Undertaking regular monitoring and review to ensure that any deficiencies or weaknesses in safeguarding are remedied without delay and that staff are appointed with due regard to safer recruitment requirements.

4.3 Creating a safe environment:

- We will ensure that all Staff and those working within the school community 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 and those working within the school community 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.
- That the building; including its surroundings, are safe and one where children can feel safe.
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with including making public on our website.

We have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record.

We recognise that the use of cameras and mobile phones, both on-site and on off-site visits can be a source of concern for the safeguarding of our pupils. The use of such devices is regulated through school policies, notably the policy on the use of mobile phones and the policy on taking, storing and using images of children. These policies apply to the whole setting and therefore cover usage not only by staff and pupils, but also by visitors, parents and contractors. Please refer to these policies for further information.

4.4 Recruitment and Staffing:

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check Staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- We must ensure Staff and Volunteers undergo appropriate checks via the Disclosure and Barring Service (DBS) relevant to their post;

- We must be aware of the Disqualification by Association rules; having a relevant procedure in place which can be applied if required.
- We must have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or, removed due to Safeguarding concerns, or would have been had they not resigned; the school is aware that this is a legal duty.
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training
- That our Volunteers are adequately supervised;
- That all our governors have the enhanced DBS and other checks that may be required;
- That we understand the requirements if schools are hiring out their premises or use staff from their setting around asking the relevant questions, making sure checks are in place to ensure safeguarding the children / young people who attend clubs, holiday schemes and other activities on their premises;
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the school/college, the local community and or viewed to be inflammatory e.g.- banned political groups

5 Safeguarding Processes and Procedures

All staff, governors and those working within the school community should use their knowledge of Safeguarding to identify a child in need or a child at risk of harm. The flow chart for raising concerns about a child should be referred to in all instances (Appendix A). Annual training identifies 4 levels of concern and who to report concerns to at each level:

Level 1 – Child is thriving

- At Foremarke Hall we pride ourselves on ensuring that all the children in our care are thriving in every way.

Level 2 – Concerns in school that child is not thriving

- The member of staff with the concern(s) should consult the Form Tutor who will deal with the matter or consult the Year Group Head and if necessary, Head of Section, Assistant Head Pastoral. If the concern is of a Safeguarding nature this must be reported immediately. The **DSL** will direct and oversee the resolution of the concern(s).

Level 3 – Concerns at Level 2 are now escalating

- If staff have been supporting a child they have concerns about and these concerns are deemed to be escalating, then the child would be considered to be at Level 3 of the scale.
- The **DSL** will now oversee and direct all staff supporting the child, as well as working in close liaison with parents (Single-Agency Support would need to move to Multi-Agency Support).

Level 4 – Child is not thriving in a number of ways and/or is at risk of significant harm

- If a child is deemed by any member of staff not to be thriving in a number of ways, and Level 2 and Level 3 support has been undertaken, then the DSL will contact the designated officer from the local authority.
- If a child is deemed to be at risk of Significant Harm (regardless of procedures at Level 2 and 3) then the DSL must be informed immediately.
- The DSL will then contact the designated officer from the local authority immediately.
- If the child is deemed to be in immediate risk of physical harm, then the Police will be contacted immediately by the DSL (or the member of staff with concerns if the DSL is absent).

If a child discloses information all staff should be aware of the following;

- Receive (disclosure is made)
- Respond (speak with the child using ted)
- Report (speak to Safeguarding officer – SO)
- Refer (SO reports to agencies)
- Record (have a complete write up of disclosure to referral)

Listen to the child – for them to disclose, the child clearly trusts you

Make **NO** promises that this will be your secret and explain you will need to talk to someone else and explain why

Do not lead with your questioning, – follow TED to remind you how to respond to the child:

- T – tell me
- E – explain to me
- D – describe to me

You do not need to take notes while the child is speaking with you – but your conversation does need to be written up and dated as soon as possible after the disclosure. You need to keep to the facts and you can mention any pertinent words and phrases the child uses but there must be no speculation. If you prefer to type it then this is fine but it must be dated and signed in ink

You will then need to speak to the DSL or deputies immediately.

The DSL will deal with the disclosure from this point onwards.

5.1 Early help

All staff, governors and those working within the school community are made aware of what ‘Early Help’ means, how to identify emerging needs and understanding their role within it. ‘Early Help’ identifies those children with an emerging need that if identified early may prevent a spiralling of issues. ‘Early Help’ 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 families – for more information School all Staff can refer to Derbyshire’s ‘Early Help Offer’ and Starting Point https://www.derbyshire.gov.uk/social_health/children_and_families/support_for_families/default.asp?VD=startingpoint

Starting Point is Derbyshire’s first point of contact and referral service for Children; including advice, support and next steps - Early Help and intervention (MAT) and for welfare and Child Protection concerns.

All initial concerns should be put in writing to the DSL on the concerns sheet (Appendix C)

We will follow the referral process for all Early Help requests by using an electronic form made available on www.derbyshire.gov.uk/startingpoint.

When calls are received they are screened, and advice is given around the next steps to take. All contacts will be passed to a Social Work Senior Practitioner.

In all cases the Senior Practitioner will decide which service within Children’s Social Care is best placed to meet that child’s needs and the information will be passed to either the Multi-Agency Team or Children’s Social Care for assessment.

5.2 Referring to Children's Social Care

Foremarke Hall will ensure that if any Staff, governor or those working within the school community 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. The Designated Safeguarding Lead will act upon the information received; however, we also recognise any one can make a referral into 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.

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

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

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

Essential information for making a referral includes:

- Full names and dates of birth for the child and other members of the family.
- Address and daytime phone numbers for the parents, including mobile.
- The child's address and phone number.
- Whereabouts of the child (and siblings).
- Child and family's ethnic origin.
- Child and family's main language.
- Actions taken and people contacted.
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support.
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information;
- The details of the person making the referral.

Other information that may be essential:

- Addresses of wider family members;

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

5.3 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 discussions, decisions made and the reason for those 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.

Records will be shared with safeguarding agencies as and when appropriate. Data protection considerations must not be a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

We will follow the Local Authorities' current guidance on the keeping, transfer and retention of records and wait any instruction, and will agree to amend our policy in line with the Goddard Enquiry (historical Child Protection records on children and records on staff where there are allegations). When a child transfers to another school, any child protection records relating to that child will be sent confidentially and under separate cover from regular school records, directly to the DSL at the new school. Confirmation of receipt will be required.

5.4 Recruitment of Staff, Governors and those working within the school community

Foremarke Hall ensures that Safer Recruitment practices are always followed and that the requirements outlined in the 'Keeping Children safe in Education September 2016' are followed in all cases.

All interview panels have at least one member who has undergone Safer Recruitment Training with the necessary skills and knowledge. In all cases we follow the guidelines as set out in the Safe recruitment policy.

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

We ensure that all Staff, governors and those working within the school community are aware of Government Guidance on Safer Recruitment and Safer Working Practices and that the recommendations are followed.

Foremarke Hall ensures that there is a Staff Code of Conduct, ensuring all Staff and Volunteers are familiar with Safer Working Practices which includes all new staff, volunteers and all others working within the school.

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

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

The Disclosure and Barring Service (DBS);

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

The DBS are responsible for:

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

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

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

<https://www.gov.uk/government/publications/dbs-regulated-activity>

This school fully understands the statutory guidance on regulated activity, the role of a supervised volunteer and the unsupervised volunteer as outlined in the KCSIE September 2018.

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);

- A Section 28 Direction Check where relevant, which prohibits or restricts a person from taking part in any management of an Independent school, including Academy or Free school.

5.5 Dealing with allegations against staff and others working within the school community

The School will adhere to the procedures set out under 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff), this can be found via the following link:

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

and

https://www.gov.uk/government/.../20150319_nms_bs_standards.pdf

If a member of staff has concerns about another member of staff, then this will be referred to the Headmaster, who will discuss the situation with the DSL and refer the matter to the LADO. Where there are concerns about the Headmaster this will be referred to the Chair of Governors without first informing the Head. The Chair will consult with the DSL and make the referral to the LADO. Where there are concerns about the DSL, staff will refer the incident directly to the Headmaster, without informing the DSL. The Head will manage the referral in conjunction with a Deputy DSL.

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 guidances:

If an allegation is made against a member of staff, or any other person aged over 16 living in boarding accommodation, such a person will be required to live in alternative accommodation pending any investigation of a child protection nature. The school will provide alternative accommodation or, if none is available, liaise with the person against whom the allegation is made to ensure that alternative accommodation is found.

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 2018".

A referral will be made to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons for such a referral include situations where the member of staff has been dismissed for unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for a relevant offence. The school need only take this action if the matter has not been reported to the Disclosure and Barring Service; all matters reported to the DBS will be shared with NCTL. A referral to the DBS would be undertaken on the advice of Derbyshire LADO. Advice about whether an allegation against a teacher is sufficiently serious to refer to the NCTL can be found in 'Teacher misconduct: the prohibition of teachers (July 2014)'. Further guidance is published on the NCTL website.

5.6 Important contact details

Within school:

The Designated Safeguarding Lead (DSL) for Safeguarding and Child Protection is Mrs Lucy Kelly: lkelly@foremarke.org.uk 01283 707151

In her absence Miss Kellee Cavill (EYFS) kcavill@foremarke.org.uk 01283 707118

Or

Mr Mike Casey mcasey@foremarke.org.uk 01283 707135

The Chair of Governors may be contacted via the Bursary; rfletcher@foremarke.org.uk 01283707103

Starting Point: Tel: 01629 533 190

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

All other requests for support for children and their families use an on line referral form www.derbyshire.gov.uk/startingpoint

Call Derbyshire (Derbyshire adults 18+): Tel: 01629 533 190

LADO (Local Authority Designated Officer)

Miles Dent

Tel: 01629 531940

Police Non Emergencies:

101

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

<https://www.gov.uk/report-child-abuse>

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

NSPCC Inform website

<http://www.nspcc.org.uk/Inform>

Telephone: 0808 800 5000

Email: help@nspcc.org.uk

NSPCC Whistleblowing helpline

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Telephone: 0800 028 0285

Email: help@nspcc.org.uk

NSPCC - National Helpline:

0808 800 5000

Prevent:

Seamus Carroll is the lead officer for Prevent at Derbyshire County Council

seamus.carroll@derbyshire.gov.uk Telephone 01629 538494 or 07771 980107

Child Protection Manager Schools/Educational Settings Derbyshire County Council:
Debbie Peacock 01629 531079
Debbie.peacock@derbyshire.gov.uk

DCC Child Protection/ Safeguarding Team: 01629 532178

Police 999 or 101- can route non urgent referrals through to the PREVENT Team

6 Management of the Policy/Role of the DSL

The Designated Safeguarding lead will;

- Ensure all governors are effective in the management of safeguarding;
- Ensure all Staff and anyone working within the school community read and have access to the policy
- Ensure that it is displayed on the school's website
- Ensure that the policy is overseen to secure its implementation
- Review its content on an annual basis.
- Act as a source of advice, support and expertise within the school
- Be responsible for and coordinate referrals by liaising with social services and other relevant agencies over cases of abuse and allegations of abuse, regarding both pupils and members of staff
- Attend regulatory training as prescribed by Derbyshire Schools Children's Board, at least every two years, with annual updates, and including inter-agency working.
- Ensure that all staff have access to training, according to the frequency and content required by Derbyshire Schools Children's Board and including at least annual updates, and that they develop a working knowledge of early help processes and multi-agency child protection services
- Keep detailed and accurate records of all concerns
- Report annually on Safeguarding to the Governing body

The Headmaster should report any significant issues to the Chair of the Governing Body that may have an impact on Safeguarding in the School setting.

7 Safeguarding training

All staff and those working within the school community must:

- Attend annual updates delivered by the Designated safeguarding Lead and sign to say they have attended this training session
- Those unable to attend this annual training must complete the on line training course provided by Derbyshire Safeguarding Children's Board. The link to the course is:
<http://www.derbyscb.org.uk/apps/elearning-intro>
- All those working within the school community must read, understand and sign a declaration to say they have read and understood the document KCSIE (September 2018) Part 1 and Annex A

- In addition to the above the DSL and Deputies will attend a suitable course annually and keep up to date with all on going issues by means of on line courses to be completed annually.
- Temporary staff and volunteers who work with children must be made aware of safeguarding arrangements, according to a risk-based approach, whereby the school assess the level of detail with which such staff will be provided.
- All staff undertake training in on-line safety so that they can help to protect pupils when using the internet and develop their resilience should they encounter extremist or unsuitable content.

Signed by:

Designated Safeguarding Governor:

Headmaster:

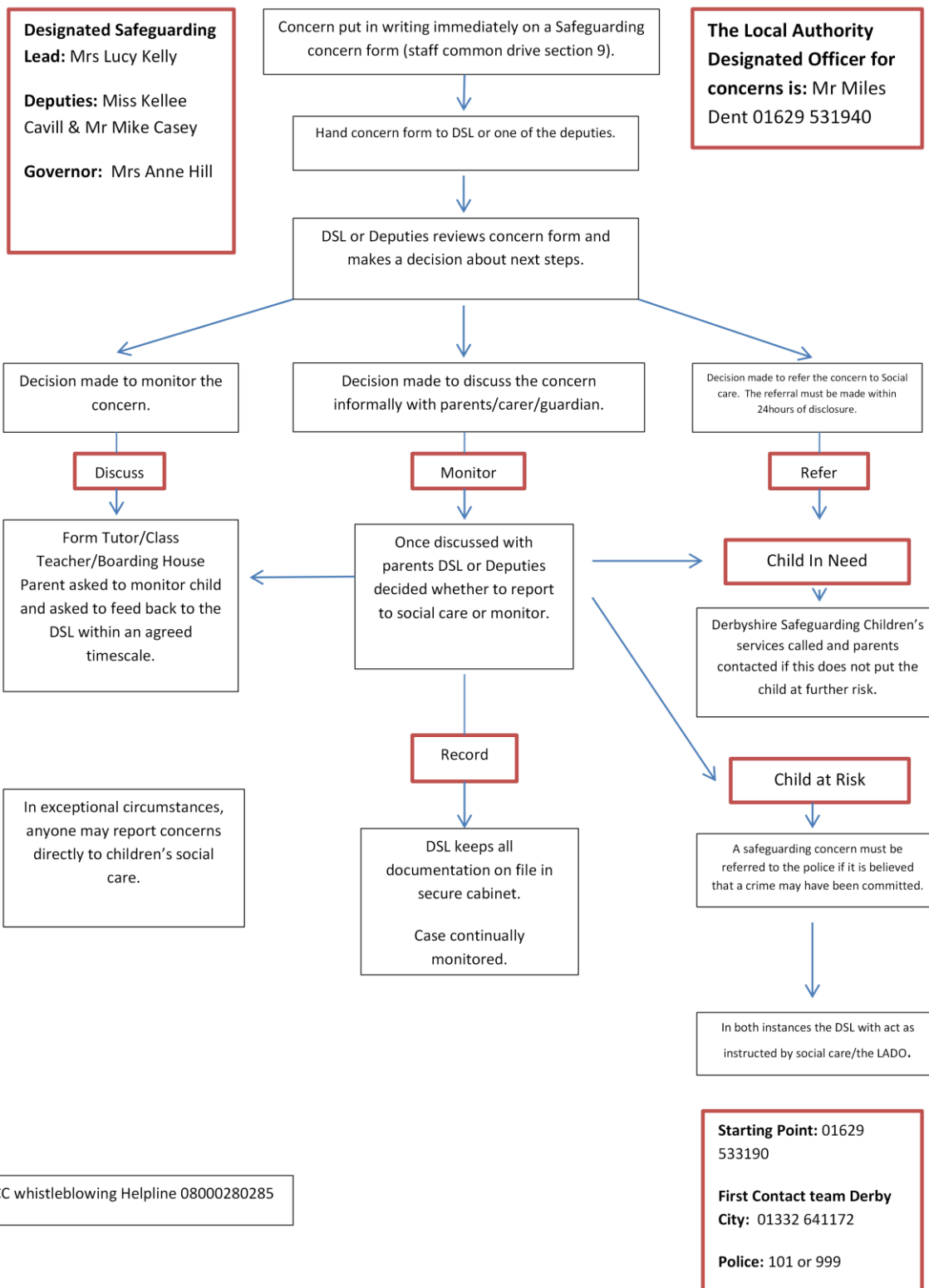
Designated Safeguarding lead:

Deputy DSL's:



Appendix A

Flow chart for raising concerns about a child



Appendix B



Safeguarding Child Protection

What to do if a child discloses information to you:

- R**ecieve
- R**espond
- R**eport
- R**efer
- R**ecord

Useful Contacts

KEY ROLES AND RESPONSIBILITIES WITHIN SCHOOL

The Designated Safeguarding Lead (DSL) for Safeguarding and Child Protection is Mrs Lucy Kelly:

lkelly@foremarke.org.uk 01283 707151

In her absence Miss Kellee Cavill kcavill@foremarke.org.uk 01283 707118

Or

Mr Mike Casey mcasey@foremarke.org.uk 01283 707135

CONTACTS WITHIN DERBYSHIRE

LADO- Local Authority Designated Officer- Miles Dent 01629 531940

If you have concerns about any child or young person contact:

Call Derbyshire / Starting Point on 01629 533190

First Contact team Derby City: 01332 641172

Police on 101 or 999 in an emergency

Out of Derbyshire contact the Local Authority

Appendix C



Safeguarding & Child Protection Concerns Form Concerns about a child or young person

Child's name:		Date of Birth:	
		Class/Year/Form:	
Concern identified by:		Role:	
Date of concern:		Time of concern:	
Witness/es:		Place of incident:	
Name of alleged person (s) responsible for the harm			
Not Known			
Pupil in this school			
Pupil in another school (Please specify)			
Family member			
Volunteer			
Member of staff			
Governor			
Other (Please specify)			
Please Note: A copy of this record must be kept on the personnel file for any volunteer, member of staff, governor or person connected with the school			

Concern/Incident/Disclosure: Why are you concerned about this child? What have you observed and when? What have you been told and when?

Please provide a description of any incidents or anything you have been told by a child, or another person. Remember to make clear what is fact and what is hearsay/opinion. Note the language/terminology used by the child, or adult, and be clear about who has said what. Continue on a separate sheet if necessary.

--

Has any action already been taken in relation to this concern? For example child taken out of class, first aid

Name of person concerns reported to	Date

Action to be taken / recommendations from DSL

Name of person completing form	Signature	Date and time

Appendix D

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

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

We have identified that:

Babies are particularly at risk from abuse and neglect including:

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

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

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

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

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

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

- Information gathering, sharing and recording.
- Assessing the complete circumstances of the child and family, including their history.

- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Seeing a child at home and where they sleep.

[Learning from SCRs leaflet](#)

Specific learning for schools from SCRs nationallyⁱ

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

Relevant SCRs:

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

Appendix E

DERBYSHIRE CONSTABULARY INTERIM GUIDANCE ON SEXTING

Background

1. The National Police Chiefs Council Lead for Child Protection, Chief Constable Bailey of Norfolk Constabulary in conjunction with the College of Policing are in the process of writing national guidance for the police service to tackle the issue of sexting.
2. This document is intended to serve as **interim guidance** to officers and staff within Derbyshire Constabulary pending the production of the national position. It is guidance and not doctrine - each case should be dealt with on its merits where officers use their professional judgement in line with the values of the force.

Definition

3. Whilst there is no accepted definition of 'sexting' it is commonly understood to involve the sending of indecent images from one person to another through digital media devices. Where those images are of children criminal offences are committed.
4. This practice goes on between adults and children alike. Generally where it is between consenting adults it is a private matter and not against the law. Where the images are of children criminal offences are committed.
5. Children often take sexualised images of themselves and sometimes share them. Whilst offences are committed our overriding objective is to safeguard children. Such activity should be termed as 'Youth Produced Sexual Images.'
6. In Derbyshire the term 'sexting' should be confined to

The sharing of indecent images of children between children (up to 18 years) on a consensual basis and in the absence of any aggravating factors.

Aggravating factors would include

- *the involvement of an adult*
- *the onward forwarding of such images without informed and true consent,*
- *the use of force, fraud, exploitation or bullying.*
- *previous offending where an individual child has been previously warned by police of the offences under the 1978 Act and they have been documented on Guardian / Niche as being involved in the crime.*

It is important to be mindful that this practice can lead to sexual exploitation through on line grooming, bullying and self-harm.

7. The sharing of indecent images of children outside this definition should **not** be termed 'sexting.' It is a criminal offence in accordance with the circumstances presented against the laws laid down by parliament.

Law and Recording

8. The offences committed will be determined on the basis of what best fits the circumstances of the case.
9. The most likely offences to be committed are those under Section 1 of the Protection of Children Act 1978, as amended by section 45 of the Sexual Offences Act 2003. It is a crime to take, make, permit to take, distribute, show, possess, possess with intent to distribute, or to advertise indecent photographs or pseudo-photographs of any person below the age of 18.
10. Where the circumstances fit a crime report should always be recorded in line with the National Crime Recording Standard. NCRS is not concerned with how we deal with a crime just that we record it.
11. Home office classification 086/02 relates. It is a state crime whereby the victim is Regina. The individuals involved should not be logged as the victim. They are a suspect or a witness depending on what they have done.

Policy Position

12. Derbyshire Constabulary follows the ACPO position.
13. The Association of Chief Police Officers does not support the prosecution or criminalisation of children for **taking indecent images of themselves and sharing them**. Being prosecuted through the criminal justice system is likely to be distressing and upsetting for children, especially if they are convicted and punished. The label of 'sex offender' that would be applied to a child or young person convicted of such offences is regrettable, unjust and clearly detrimental to their future health and wellbeing.
14. The Association of Chief Police Officers considers that a safeguarding approach should be at the heart of any intervention. This approach is informed by Section 1(1) of the Children Act 1989, which states that within the context of any statutory intervention the welfare of the child is paramount. This approach is reinforced by Section 11 of the Children Act 2004, which places a duty on key persons and bodies to make arrangements to safeguard and promote the welfare of children.
15. A child who has merely taken and shared an indecent image of themselves should not be prosecuted save in exceptional circumstances.

Sexting - Investigative Actions, Referrals and Likely Outcome Codes

16. Your primary objective is to ensure the safety and wellbeing of children involved.
17. Take the report and record the appropriate crime. Undertake preliminary but proportionate enquiries to assess whether there are aggravating factors present or not. This should include intelligence research on the parties involved on both police and social care systems. To check with children's social services make direct contact with,
 - a. Derby City – First Contact Team – Tel. 01332 641172
 - b. Derbyshire County – Call Derbyshire – Tel. 01629 533190
18. An information sharing agreement is in place between all members of the Derby and Derbyshire Local Safeguarding Children's Boards in order to safeguard children.
19. Having regard to both what you are told by those reporting and the background checks make an assessment as to whether there are aggravating factors.
20. You will, by definition, deal with two or more children and their individual levels of involvement and culpability should be considered independently.
21. If aggravating factors are *established or believed* to exist undertake a full investigation. Seize relevant digital devices and submit to the High Tech Crime Unit for examination. All children involved should be notified to the City or County Referral Unit who will consider making a formal 'child at risk of significant harm' referral to Social Services. Do not wait for the outcome of the formal investigation to do this. Likely Outcome codes 1 (charge/summons) or 2 (youth caution.)
22. If you *believe* there is no realistic likelihood of aggravating factors and all parties are in agreement; have those involved delete the imagery from the devices by use of the 'factory reset' functions. This is for the owner of the device to satisfy you this has been done. If you are not satisfied and believe indecent images remain in their possession consider reverting to a formal investigation. Where there are no aggravating factors all children involved should be notified to the City or County Referral Unit who will consider making a formal 'child in need' referral to Social Services. Likely outcome codes 21 - police do not believe it to be in the public interest to undertake an investigation sufficient to meet the CPS evidential test
23. Where after such preliminary enquiries you are unsure and *suspect* there are aggravating factors you may commence an initial investigation. Seize the relevant devices and liaise with the HTCUC supervisor for tactical advice. They will consider the use of triage devices such as XRY kiosk to satisfy your concerns. If you establish aggravating factors continue with a full investigation and submit the devices to the HTCUC. If your suspicions are negated return the devices and ensure imagery is deleted by the owner as above. Likely outcome codes 1, 2 or 10 – police do not believe it to be in the public interest to proceed after an investigation.
24. Do not overlook the rights and interests of parents and guardians in your enquiries.

Prevention and Reassurance Activity

25. All statutory agencies have a duty to safeguard children. Most are members of the Local Safeguarding Children's Boards. There is prevention activity and resources made available to schools and other establishments through those boards.
26. National organisations such as the Child Exploitation and Online Protection Command of the National Crime Agency, the NSPCC and Barnardo's; amongst others have provided resources for partners to raise awareness of and prevent Sexting. These resources may be accessed through the Child Exploitation Investigation Units web pages on the force intranet.
27. Local officers requested to engage in preventative work are asked to liaise with the CEIU so that a coordinated approach can be taken under the LSCB plans.

Gareth Meadows
Detective Chief Inspector
Public Protection
July 2016

Appendix F

Additional Notes with Regard to Boarding:

As a boarding school, catering for weekly and flexi-boarders from Year 3 upwards the School ensures that:

- All Boarding staff follow the procedures set out in all School policies.
 - Boarding Staff are fully conversant with the School's Missing Child Policy which details methods of searching for, and if necessary, reporting any pupil missing from school.
 - Non-boarding staff and visitors to the School may only access the dormitories (bedders) with the prior permission of the Houseparents
 - Any member of the Boarding Staff is able to report concerns or allegations direct to LSCB's designated officer from the local authority
 - Children can be particularly vulnerable in residential settings and boarding staff should be alert to pupil relationships and the potential for peer abuse.
 - Boarding policies and procedures, including additional induction and refresher training provided to boarding staff, will make appropriate provision for responding to these issues. Our boarding houses will have regard to the National Minimum Standards for boarding schools.
 - Arrangements will be put in place for alternative accommodation, away from children, to be made available by the School should a serious allegation of a child protection nature be made against a member of the Boarding House staff, or a member of staff who is not a member of the Boarding House staff but who lives on or in close proximity to the School site in School accommodation.
 - Residential Procedures for Non-Members of Staff In accordance with National Minimum Standards. It is essential that the School has the following in place: for all persons over 16 (not on the roll of the School) who after April 2002 began to live on the same premises as boarders but are not employed by the School, there is a DBS check completed at the standard level. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence. It is the responsibility of any member of staff living among the boarding community to adhere to this and to inform the DSL if anyone falls into one of the above categories. If, at any stage, they intend to change their living arrangements, they must notify the DSL immediately so the necessary procedures can be carried out. It is essential that all persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation.
 - Those members of staff who are involved in boarding should pay particularly close attention to this in order to ensure the safety of the boarders.
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