



HOLLY HOUSE SCHOOL CHILD PROTECTION & SAFEGUARDING POLICY

SUMMARY

This policy covers all aspects of Child Protection and Safeguarding at Holly House and is based on the current advice and guidance from DCC.

R. Chester
3/1/18

HOLLY HOUSE SCHOOL

CHILD PROTECTION AND SAFEGUARDING POLICY

We, in Holly House School, have a responsibility for the Pastoral Care, general welfare and safety of the children. We will endeavor to carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, are alert to the signs of possible abuse and know the procedures to be followed. Our Child Protection Policy sets out guidance on the actions, which are required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

1. Introduction and Context

1.1 Our vision and ethos

'To inspire and support our children to overcome their barriers to learning, develop confidence, raise their self-esteem, realise their potential so they can make a positive contribution to society.'

- Safeguarding is our number one priority
- Everyday a new beginning
- We recognise the potential in every individual
- We can see the child behind the behaviours
- We celebrate the positives
- Social and Emotional development have equal importance with academic progress
- We develop and foster life-changing relationships
- We create a nurturing environment
- We reflect and learn to consistently improve our practice
- A culture where staff are valued and respected
- A culture where verbal and physical abuse is not tolerated
- A Governing Body fully committed to supporting staff and taking whatever action is required to protect their wellbeing

1.2 Our responsibilities

Holly House School fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how our School will deliver these responsibilities. This is an overarching policy.

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

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

As an overarching policy it should be read in conjunction with:

‘Working Together to Safeguard Children’ (updated 2017), 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” which is the statutory guidance for schools and colleges

“What to do if worried a child is being abused: Advice for Practitioners.” (March 2015.)

“Information Sharing: Advice for practitioners providing Safeguarding Services to Children, young people, Parents and carers.” March 2015.

“The Prevent Duty Departmental, advice for schools and child care providers.” (June 2015.)

Furthermore, we will follow the procedures set out in the Derbyshire Safeguarding Children’s board:

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 Derbyshire Safeguarding Children Board.

1.3 Our Principles

Safeguarding arrangements in **Holly House School** are underpinned by three key principles:

- Safeguarding is everyone's responsibility: all Staff/ anyone who has contact with a child or young person including Governors and volunteers should play their full part in keeping children safe.
- That **Holly House School** operates a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.
- We will aim to protect children using national, local and school child protection procedures:
- *That all Staff, / anyone who has contact with a child or young person including Governors and Volunteers have a clear understanding regarding abuse and neglect in all forms; including how to*

identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, Governors and Volunteers should feel confident that they can report all matters of safeguarding children in the School or College where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.

1.4. 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 all Staff,/ anyone who has contact with a child or young person including Governors and Volunteers should look out for;
- Roles and responsibilities for Safeguarding;
- Expectations of Staff / anyone who has contact with a child or young person including Governors and Volunteers with regard to Safeguarding, and the procedures and processes that should be followed, include the support provided to children;
- How the School will ensure that all Staff/ anyone who has contact with a child or young person including Governors and Volunteers are appropriately trained, and checked for their suitability to work within the School;
- How the policy will be managed and have its delivery overseen.

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

1 Types of Abuse

2.1. Children who may require early help

All staff, governors and Volunteers working within the School should be alert to the potential need for early help for children, considering following the procedures identified for initiating early help using the Thresholds Document (section 5.5.1) for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour.

- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme.
- Not attending school or are at risk of exclusion from school
- Not in education, training or employment after the age of 16

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

[Derby City & Derbyshire Safeguarding Childrens Board – Thresholds Guidance](#)

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

There are four types of child abuse as defined in ‘Working Together to Safeguard Children’ (2017) which is defined in the Keeping Children Safe in Education statutory Guidance, 2016 as:

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

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

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

Bullying and forms of 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 [refer to **School Anti-Bullying Policy**].

2.3. Specific Safeguarding Issues

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

- Child Sexual Exploitation (CSE) as defined by Working Together 2017
- Bullying including Peer-on-peer and cyber bullying
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)

- Forced Marriage
- Gangs and Youth Violence
- Hate
- Gender based violence/Violence against women and girls (VAWG)
- Mental Health
- Preventing radicalisation
- Private Fostering
- Radicalisation
- On line abuse ,Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children, children missing from education
- Poor Parenting, particularly in relation to babies and young children
- Child sexual abuse within the family

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, swimming or changing for P.E.
- 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. School staff and volunteers should play a crucial role in identifying and reporting any concerns they may have through: observing the play and dialogue of younger children and understanding the indicators of behaviours of 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.

3.4. Neglect

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

The physical signs of neglect may include:

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

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

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

3.5 Specific Safeguarding Issues

In understanding the signs and indicators of specific issues listed earlier in this policy Schools and Colleges can access broad government guidance and more importantly access local procedures, strategies and tools through Derbyshire Safeguarding Childrens Board.

Holly House School will incorporate signs of abuse and specific safeguarding issues in safeguarding into briefings, Staff Induction Training, and ongoing development training for all staff, / anyone who has contact with a child or young person including Governors and volunteers.

3.6. Prevent Duties

Holly House will ensure all staff including governors and volunteers adhere to their duties in the prevent guidance 2015 to prevent radicalisation. The Head teacher and Chair of Governors will:

- Establish and 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

Holly House School 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 building on our children's resilience to radicalisation.

Our school is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in school.

The school will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate. (My Concern & individual chronologies)

3.7 Child Sexual Exploitation (Child Protection)

Risk factors may include;

- Going missing
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts or money
- Concerns about sexual health (Repeated)
- Decline in emotional well-being

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 Designated Safeguarding Lead/s within the school.

3.8 Female Genital Mutilation (Child Protection)

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

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; 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 good reason not to do so.

Signs may include;

- Days absent from school.
- Lack of participation in physical Education & activities.
- In pain/ has restricted movement/ frequent & long visits to the toilet/broken limbs

- Confides about a special procedure/cut or celebration
- Unauthorised or extended leave, vague explanation 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 known to practice FGM*

3.9 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.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead/s 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. The school will consider and may apply the disciplinary policy. The school will offer support to the victim.

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

- Language seen as derogatory, demeaning, inflammatory
- Unwanted banter
- Sexual harassment
- 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. (Team briefings, Blue forms, My Concern) We aim to use approaches in the curriculum to address and tackle peer on peer abuse. (cross-reference: Equality & diversity policy, Peer on peer bullying reporting to authority forms)

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

Holly House 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 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 2014 on searching Screening and Confiscation Advice for Schools](#)

4. Safeguarding Roles and Responsibilities

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

- Being aware of the Derby City and Derbyshire Safeguarding Procedures, 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 Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care/Looked-After Children), SEN and Anti- Bullying including who is the School link Governor for Child Protection and Safeguarding.
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the School.
- To be aware about the ‘Allegations Against Professionals’ LADO (DOLA) procedures and feel confident in being able to use them, including how to report concerns about other staff and/or the setting.
- That any concerns any staff have about a Head Teacher/Principal, should be referred to the Chair of Governors.
- 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 2016’ and local procedures for ‘Safer working Practices’. (Cross reference to policies & protocols in school)
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually.
- Sharing information and working together to provide children and young people with the help and support they need.
- Supporting pupils who have been abused in accordance with his/her Child Protection Plan.

- Seeking early help where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment.
- If at any time it is considered that the child may be a “child in need”, as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral is made immediately to Local Authority Children's Social Care.
- If Staff, Governors and Volunteers have concerns regarding a child they should raise these with the Designated Safeguarding Lead(s) who will normally decide if to take the next steps, (however, any member of staff, Governor or volunteer in 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,/ anyone who has contact with a child or young person including Governors and volunteers are aware of the Derby City and Derbyshire Safeguarding Children Board’s Escalation Policy and Process, which may be followed if a staff member fears their concerns have not been addressed, and of the Confidential Reporting Code (Whistle Blowing 2015) which can be accessed on the Derbyshire Safeguarding

Childrens Board website or the Derbyshire Schoolsnet site Keeping Children Safe in Education tile.

- 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 school 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 well-being, safety and welfare, helping them to reach their potential.
- All staff/ anyone who has contact with a child or young person including Governors and volunteers 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/ anyone who has contact with a child or young person including Governors and volunteers are aware of the private fostering policy and have an understanding of host

families.(Annex A KCSIE May 2016) 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/ anyone who has contact with a child or young person including Governors and volunteers are aware of Extremism, which include the signs of, alerts to concerning behaviours and ideologies considered to be extreme; as well as having an understanding of the British 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/ anyone who has contact with a child or young person including Governors and volunteers know about Prevent duties and will report any concerns to the safeguarding Designated Lead/s 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/ anyone who has contact with a child or young person including Governors and volunteers should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- Holly House School recognises the importance of learning from the national and local 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, Proprietors and School Leadership are responsible for (and need to ask Holly House about):

- Taking leadership responsibility for the school's safeguarding and Child Protection arrangements.
- That they are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Derbyshire.
- Ensuring that we have a nominated Link Governor for Child Protection and Safeguarding who can also provide a link with the Local Authority in 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 of all other leads in 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 every two years. (see CPD folder)
- That a Designated Safeguarding Lead is on the premises and available,(where this is not available or in exceptional circumstances there is cover in place. The leadership team will ensure that there is cover at all times for staff to have a clear pathway for raising and reporting concerns and in a timely way. This will include a DSL being a point of contact for trips, outings and residential visits.

- Ensuring that appointed designated leads are fully equipped to do the job (have the knowledge and skills) and have access to appropriate regular training to help them keep up to date.
- That we work towards/have a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEN alongside nominated leads in the School 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 brought to the attention of the Local Authority Designated Lead (LADO) in every case.
- That all Staff,/anyone who has contact with a child or young person including volunteers and frequent visitors who will be working in the school are given a mandatory induction which includes knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the schools policies and procedures.
- That all Staff have regular reviews of their own practice to ensure ongoing personal/professional development.
- That all Staff/ anyone who has contact with a child or young person including Governors, volunteers and frequent visitors 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 policies 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 and relationship teaching and make best use of PSHE to cover Safeguarding issues with children.
- We have in place an e-Safety Policy equipped to deal with a widening range of issues associated with technology.(online bullying and internet/social media)
- 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 Confidential Reporting Code (Whistle Blowing 2015).
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the schools website.

4.3 Creating a safe environment:

- We will ensure that all staff/ anyone who has contact with a child or young person including Governors and volunteers are competent to carry out their responsibilities for Safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all Staff including Volunteers feel able to raise concerns and be supported in their Safeguarding role.
- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the School's development (use of a Schools counsel or similar).
- That the building and 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 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 County Council requirements regarding the Single Central Record. (SCR is checked by key staff termly)

4.4 Recruitment, Staffing:

- We must prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check Staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- We must, where relevant, check the identity of a person being considered for appointment and their right to stay in the UK.
- We must undertake overseas checks if a staff member being employed has returned from a period of being employed abroad.
- 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.
- That we make use of the DBS service where appropriate.
- We must have at least one person on any appointment panel who has undertaken Safer Recruitment Training (School may choose their training and need to ensure at a minimum it covers the 'Keeping Children Safe Guidance', and equips them with the necessary knowledge and skills).
- That our Volunteers are adequately supervised, being aware of the differences between supervised and unsupervised interaction with the children 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.
- That we understand that the requirements if school 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 who attend after school activities off-site or on the premises, clubs or holiday schemes.
- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for an activity deemed not in the interests of the children/ the school ,the local community and or viewed to be inflammatory. (eg banned political groups)

The Lead Designated Safeguarding Lead is: **Rebecca Chester (Deputy Head Teacher)**

The Designated Safeguarding Leads are: **Iain Williams (Headteacher) Andrew Richardson (Head of Care) Mark Smith (Deputy head of care) Andrew Sutton (Assistant Head) Robin Rhodes (Key stage Coordinator)**

The Designated Teacher for Looked after children: **Rebecca Chester (Deputy Headteacher)**

The Designated Lead(s) is/are for Anti- Bullying: **Andrew Sutton (Assistant Head)**

The Designated Link Governor for Safeguarding is: **Val Fisher**

The Designated link Governor for Anti- Bullying is: **Val Fisher**

The Designated link Governor for Looked after Children (Child in Care) is: **Val Fisher**

Other Pastoral members who take responsibility for safeguarding are:

Lead: Rebecca Chester (Deputy Headteacher)

All staff members

5. Safeguarding Processes and Procedures

The School will deliver its responsibilities for identifying and acting on early help needs, Safeguarding and Child Protection in line with the policies and procedures identified in the Derby City & Derbyshire Safeguarding Childrens Board Policies and Procedures Guidelines.

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

5.1 Early help

All staff/ anyone who has contact with a child or young person including Governors and volunteers are made aware of what Early Help means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the Designated Safeguarding Lead, liaising with other professionals and supporting children identified in the school (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 all school Staff and Volunteers can refer to Derbyshire's 'Early Help Offer' and Starting Point at:

http://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. This includes a professional's advice line and this is available for Designated Safeguarding Leads to use. (01629 535353)

We will follow the referral process for all Early Help requests by using an electronic form made available on: Derbyshire County Council website: 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

Holly House School will ensure all staff/anyone who has contact with a child or young person including Governors and volunteers 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 DSL 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 eg.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 young 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 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. For Starting Point to provide feedback an email contact must be provided and name of the person nominated in school to receive that feedback.

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 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**

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.

Where there is a difference of professional opinion Holly House must be able to escalate their concerns using the Derby City & Derbyshire Escalation Policy available on the Derbyshire Safeguarding Boards Website:

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 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 Local Authorities' current guidance on the Child Protection Record Keeping Guidance for schools, (incl Transfer, Storage and Retention – July 2017) 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 school or connected to the school.

5.4 Recruitment of staff and Volunteers

Holly House School will ensure that Safer Recruitment practices are always followed and that the requirements outlined in "Keeping Children Safe in Education May 2016" 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.

We will have a **Single Central Record** which will cover all staff, including governors and volunteers, frequent visitors, agency and supply and others according to their role and responsibility. We will ensure this record is regularly updated and reviewed in line with National and local requirements.

We will ensure that all Staff/anyone who has contact with a child or young person including Governors and volunteers are aware of Government Guidance on Safer Recruitment and Safer working Practices and that its recommendations are followed.

Holly House School will ensure there is a Staff Code of Conduct, and ensuring all Staff /anyone who has contact with a child or young person and Volunteers are familiar with Safer Working Practices which includes all new staff, volunteers and all others working within the school.

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

We will ensure that Safeguarding considerations are at the centre of each stage of the recruitment process and if any doubt, will seek further HR 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. We will have a clear understanding of what regulated activity is and implications for volunteers in 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, 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 volunteers who work with children

Holly House 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 on the Derbyshire & Derby City Safeguarding Procedures.

If a member of staff has concerns about another member of staff, then this will be referred to the Headteacher. Where there are concerns about the Headteacher this will be referred to the Chair of Governors. We will ensure that all allegations are discussed with the Local Authority Designated Lead (LADO) in every case using the Derby & Derbyshire LADO referral form and this is done by an appropriate member of the Senior Management Team.

We will inform all our staff that anyone can report direct to LADO any concerns about a member of staff.

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](#)

[Derby City & Derbyshire safeguarding Board Procedures](#)

5.6 Important contact details

Starting Point: Tel: 01629 533 190

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

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+) **01629 533 190**

LADO (Local Authority Designated Officer) Professional.Allegations@derbyshire.gov.uk **LADO** Miles Dent
01629 531940

Police Non Emergencies: **101**

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

[Report Child Abuse](#)

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

Child Sexual Abuse CEOP: <https://www.ceop.police.uk/>

NSPCC – National Helpline: Tel: 0808 800 5000

Childline: Tel: 0800 11 11

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**

Derbyshire Police 101 – can route non urgent referrals through to the PREVENT Team.

Other points of contact:

High Peak

Talbot Street

Or

Kents Bank Road

Glossop

Buxton

SK13 9DG

SK17 9HJ

Chesterfield

West Street

S40 4TZ

Bolsover and N E Derbyshire

High Street

Clay Cross

Chesterfield

S45 9JB

Amber Valley

Long Close

Cemetery Lane

Ripley

DE5 3HY

Erewash

Mercian Close

Manners Industrial Estate

Ilkeston

Derbyshire

DE7 8HG

South Derbyshire

Swadlincote Centre

Rink House

Rink Drive

Swadlincote

DE11 8JL

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

Tel: 01629 533190

Fax: 01629 585669

Police Central Referral Unit

Butterley Hall

Ripley

Derbyshire

DE5 3RS

Tel: 0300 122 8719

Fax: 01773 572074

NSPCC - National Helpline
0808 800 5000

Childline
0800 11 11

6 Management of the Policy

The Governing Body 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 it is overseen to ensure its implementation.
- Review its content on an annual basis.
- oversee the policy, ensure its implementation and review its content on an annual basis.

The Head Teacher & Lead Designated Safeguarding lead will report annually on Safeguarding activity and progress within the school to the Governing Body.

The Safeguarding Designated Lead will complete the S175 Safeguarding Audit and with an Action Plan which will be used to report on Safeguarding activity and progress. A copy of which will be submitted to the CPM for schools/Education settings at Derbyshire County Council. This will be held on file and reported to the Derbyshire Safeguarding Children's Board.

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

Appendix A:

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

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

In 2012 we have learnt that:

Babies are particularly at risk from abuse and neglect including:

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

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

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

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

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

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

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

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

In 2013/2014 in summary form we learnt that:

Common Themes:

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

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

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

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

- A requirement for holistic and 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 and feigned compliances with recommendations

Relevant SCRs:

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and learning can be found on the Derbyshire Safeguarding Childrens Board website:

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

Produced in this format December 2017 By *R. Chester*

Review cycle Annual

Reviewed January 2018 By *I. Williams*

Signed

CHAIR OF GOVERNORS

SAFEGUARDING GOVERNOR

HEAD TEACHER

Main signed copy of this policy/procedure kept in Governors folder in main office

(as detailed in the Holly House Policies Policy)