

Derby / Whistlewood Forest School
Child Protection and Safeguarding Policy and Procedures

Date written: January 2022

To be reviewed: January 2023

Written by: Adapted from Derbyshire County Council model policy by Rosalyn Phillips in conjunction with permanent staff members

1. Introduction and Context

At Derby / Whistlewood Forest School we take our responsibility towards child protection and safeguarding seriously and are committed to prioritising the safety and welfare of the children and young people that we care for and interact with. We undergo appropriate ongoing training and believe that creating an environment where children feel safe, happy and valued and where genuine respectful relationships are forged between adults and children is key to ensuring that children are kept safe. We aim to adopt open and honest relationships with the families that we work with, where information is shared on an ongoing basis so that support in both directions can be provided when needed.

About our Policy

This Child protection and Safeguarding policy sets out how Derby / Whistlewood Forest school will deliver their responsibilities and is an overarching policy. The policy is adapted from the model policy provided by Derbyshire County Council and was agreed by all permanent members of staff on 22/1/22.

The setting referred to in this policy includes our Ofsted registered setting known as Whistlewood Forest School and all sessions undertaken on behalf of Derby Forest School.

A Child as written in this policy are all those under the age of 18 and includes all those that we have contact with. We have children in our Nature Nursery who are aged from 2.5 years and follow the guidance in the Early Years Foundation Stage (2021) welfare requirements.

As well as children and young people this policy applies to vulnerable adults which are those attending our sessions over the age of 18 that may by reason of mental or other disability, age or illness be unable to take care of themselves or protect themselves from significant harm or exploitation and may need support from community care services.

Staff as written in this policy means all those that have contact with children including all teaching and non-teaching staff, volunteers, and extends to all supply/agencies/visitors being used for duties within the forest school.

This policy is informed by the following documents:

- 'Working Together to Safeguard Children' (updated 2020) 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" 1 Sept 2021 which is the statutory guidance for Schools and Colleges.
- "What to do if worried a child is being abused" (March 2015)
- "Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- [Revised Prevent duty guidance: for England and Wales - GOV.UK](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2) (www.gov.uk) (April 2021)
- <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- <https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2021>
- Sexual Violence and Harassment between children in schools and colleges, Sept 2021
- The Role of the Designated Teacher for Looked After and Previously Looked after children, Feb 2018

Our Principles

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

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

Working Together defines safeguarding children 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.

This setting will work in partnership with the Derby and Derbyshire Safeguarding Children Partnership and follow relevant local arrangements, policies and procedures as set out under the local safeguarding partnership arrangements.

We will ensure that our parents/carers know about our principles, vision, and ethos in Safeguarding by publishing this policy on our website.

2. Safeguarding Roles and Responsibilities

All Staff who have contact with a child, including volunteers, have responsibility for:

- Listening to, and seeking out, the views, wishes and feelings of children and can demonstrate this in their practice.
- 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 setting.
- Knowing that the setting Designated Safeguarding Lead is Rosalyn Phillips who is also responsible for Child in Care / Looked After Children, SEN/D and Anti- Bullying.
- Being aware of safer working practices.
- Being aware of the setting's Whistle Blowing procedures and where to obtain further information, advice, and support as laid out on our website
- Sharing information and working together with agencies such as health and the police 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.
- Children who go missing from school and particularly those where it is believed a child is leaving the country.
- Identifying children in the setting who may be vulnerable to criminal and sexual exploitation; including trafficking and knowing about what action to take, referring into children's services and or the police.

- Recognising that Home Educated Children can be more vulnerable than other children
- Recognising that looked After Children and care leavers are more vulnerable than other children, and ensuring their needs are acknowledged and met by working with the allocated Social worker.
- Children identified as SEND can be more vulnerable and may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation.
- When using reasonable force this is in line with national guidelines and considers individual pupil needs and risk management /care plans and about SEND.
- Identifying a young carer and ensure they are supported and signposted to organisations that can help them.
- Recognising that a child may be homeless and obtaining the necessary help and support to help them continue in education.
- Identifying a child may be privately fostered and they have a duty to notify Children's Services if it is thought or known they are being privately fostered or their living arrangements appear ambiguous.
- Being aware of what is extremism in all its forms, including ideologies and race hate. Therefore, understanding their duties under the Prevent system.
- Recognising that children can abuse other children or their peers. That this may constitute sexual violence and/or harassment and is a child protection concern requiring action and reporting.
- Recognising emotional and mental health needs in children when children are struggling to seek advice and support including signposting to health agencies and organisations who can assist.
- Ensuring that their Child Protection training is up to date and undertaking refresher/updated training regularly.

2. Types of Abuse/signs of Abuse/Specific Safeguarding Issues

Child Abuse

We acknowledge that there are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which are also defined in the 'Keeping Children Safe in Education Statutory Guidance (2021)'. Details of this can be found in the Appendix B at the rear of this document.

This setting understands that there are indicators of child abuse; however, these should not be considered as a definitive list, but used when considering the possibility of abuse in children. A full explanation of indicators is in Appendix C.

This setting understands that there are specific safeguarding issues, which we will ensure all Staff will be trained to understand, identify, report, and monitor these concerns. These include:

- Bullying including cyber bullying and cyber crime
- Children at risk of exploitation including child sexual exploitation
- Child sexual abuse within the family
- Compromised parenting, particularly in relation to babies and very young children
- Domestic Abuse and teenage relationship abuse
- Fabricated or induced illness
- Faith abuse
- Forced marriage, Female Genital Mutilation (FGM) and breast ironing
- Gangs, youth violence and trafficking
- Gender based violence/Violence against women and girls (VAWG)
- Hate including race hate, discrimination, including LGBTQI+
- Mental Health
- Missing children from education and home
- Online abuse/Sexting/harassment
- Private Fostering
- Preventing Radicalisation
- Substance and alcohol abuse

Domestic Abuse

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

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

We acknowledge the Domestic Abuse Act, 2021 and will work with its new powers when working with our staff, all children and their families, where we believe Domestic Abuse is a feature and children are living with Domestic Abuse.

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

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

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

Emotional/Mental Health and Wellbeing

All Staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

We acknowledge many children will have periods of feeling anxious, afraid and upset, and can develop phobias. However, some children will experience this more frequently.

Undertaking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children, and greater readiness to learn, improved attendance, attention, behaviour, and attainment.

We will provide information and signposting services to children and parents. If Staff have an emotional or mental health concern about a child we will respond to the concern, inform, and discuss our concerns with parents/carers and seek ways to support the child in and out of the setting.

Online Safety, Cyber safety

At forest school children do not have unsupervised access to the internet whilst in our setting but we are aware of the issues around online / cyber safety and if we have any concerns around this will treat this as we would other safeguarding concerns by following the procedures outlined elsewhere in this policy.

This could include a range of online safety issues such as:

- fraud and scams
- copycat websites, phishing e-mails
- identity theft
- cyberbullying/trolling, cyberstalking,
- online grooming, online radicalisation,
- offensive/illegal content including race hate
- child sexual exploitation online
- Youth produced sexual imagery (sexting, nudes, semi-nudes)
- Using social media platforms.

Cyber Security is a growing Safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against Cyber threats and help keep staff and pupils safe

The Criminal Exploitation of Children:

We will train all staff to recognise signs which may indicate criminal exploitation and to identify children in the school/setting who may be at risk and to report this.

Criminal exploitation is child abuse where children under 18 or those classed as a vulnerable adult are manipulated and coerced into committing crimes.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns and using dedicated mobile phone lines or "deal lines".

Cuckooing is a practice where people take over a person's home and use the property to facilitate exploitation. There are different types of cuckooing:

Using the property to deal, store or take drugs

Using the property for sex work

Taking over the property as a place for them to live

Taking over the property to financially abuse the tenant

The most common form of cuckooing is where drug dealers take over a person's home and use it to store or distribute drugs. Children living in these properties are at risk of neglect and other types of abuse.

Signs which may indicate criminal exploitation:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts /phone calls
- Relationships with controlling /older individuals or groups
- Leaving home / care without explanation

- Suspicion of physical assault /unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Criminal exploitation of children is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals; including, reference to the reference to the Local Safeguarding Partnership procedures. This will mean a referral into the Police and Starting Point and supporting the child in a sensitive manner.

The Sexual Exploitation of Children:

Child Sexual Exploitation (CSE) is a type of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity.

It can occur online, and many young people can be persuaded or forced to have sexual conversations by text or online, send or post sexually explicit images of themselves, take part in sexual activities via a webcam or smartphone.

Children and young people in sexually exploitative situations and relationships are persuaded or forced to perform sexual activities or have sexual activities performed on them in return for gifts, drugs, money, or affection.

All suspected or actual cases of CRE/CSE are a Safeguarding concern in which safeguarding procedures will be followed and this will include a referral to the police and children's services.

Forced Marriage/ Honour based Violence and Female Genital Mutilation (Child Protection)

This setting knows about a mandatory reporting duty for all staff 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

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 setting. The Designated Safeguarding Lead will refer into Children's Services. This will also apply to suspicions of a child been subject to threats of honour-based violence or breast ironing.

Prevent and Counter Terrorism

Early years providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) makes clear that to protect children in their

care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS).

The early years and childcare setting will ensure all staff adhere to their duties under "Prevent", as detailed in the Prevent guidance April 2021 to have due regard to prevent people from becoming drawn into terrorism. The manager 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 / volunteers implement the duty.

If we have a non-urgent Prevent concern we can seek advice by email from: ctp-em-prevent@derbyshire.pnn.police.uk or prevent@derbyshire.gov.uk (Derbyshire Police 101- can also route non urgent referrals through to the PREVENT Team) We will follow the setting's safeguarding procedures and complete a Prevent referral form found using the following link: [Prevent referrals \(saferderbyshire.gov.uk\)](http://saferderbyshire.gov.uk)

If this is an urgent child protection concern, the setting will call Starting Point on 01629 533190 immediately. A Prevent related referral will then trigger triage for the police's Prevent Team and Channel. *(If the setting has children not living in Derbyshire, we will refer into the relevant social care service for that child and/or the police).*

The setting meets the requirements of the Prevent Duty by: -

- **Risk assessment** – staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection and report concerns via the safeguarding procedures.
- **Training** – It is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified.

Partnership working – The Prevent Duty builds on existing local partnership arrangements for safeguarding and also works to build close links with parents to be able to offer support and guidance, as they are in a key position to spot signs of radicalisation

The setting supports children to build resilience to radicalisation by promoting Fundamental British Values and enabling them to challenge extremism. Effective practice prevents and tackles the use of derogatory language which is directed towards disabled people or is homophobic, sexist or racist. All incidents of discrimination and racism will be logged.

We are aware that Early Education Funding regulations in England have been amended to ensure that providers who fail to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs do not receive funding from local authorities for the free Early Years entitlement.

Under the Equality Act 2010 the practice and principles of equality and diversity are effectively promoted in an age appropriate way. Stereotypical behaviours are routinely challenged, and differences are respected as outlined in the Equal Opportunity and Diversity policy on our website

Peer on Peer abuse, Sexual Violence and Harassment

Peer on peer abuse applies when there is an allegation or suspicion that a child has abused or is at risk of abusing another child or adult, including:

- Within their household (for example sibling abuse or violence towards parents/carers); and
- Outside of the child's immediate household.
- Education or community settings
- On-line/off-line or both

Peer on peer abuse can take various forms and includes: serious bullying / cyber-bullying, relationship abuse, domestic abuse, child sexual exploitation, 'sexting' / youth produced sexual imagery, youth and serious youth violence, gang related activity, harmful sexual behaviour, and / or sexual violence / harassment.

We recognise that peer on peer abuse is often gender based. It is more likely that girls will be victims and boys' perpetrators. However, both can experience peer on peer abuse but are likely to experience it differently.

All suspicions or incidents will be treated seriously and as a safeguarding concern and responded to. In all cases this will require a discussion with the Designated Safeguarding Lead who will consider a referral into the Police and Children's Services.

The following national and local guidance's can be used to assist us:

- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges \(DfE\)](#)
- [Keeping Children Safe in Education \(DfE\), part five.](#)
- [Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People \(GOV.UK\)](#)
- [The Derby and Derbyshire Safeguarding Children procedures, section, 1.6.1](#)

We will ensure that we support both the alleged abuser/s and victim/s and can use a range of strategies tools and templates available to us, for example:

- [Derbyshire's Harmful sexual behaviour guidance](#)
- [Lucy Faithful Traffic Light Tool](#)
- Local intel and mapping tools and meetings e.g. LCP's – local children's partnerships.
- [Risk management plans for alleged abusers](#)
- [Victim support plans for alleged victims](#)

We will work with partners for example, the police, health, children's services, and youth offending to help keep the child safe and feel protected. WE will seek advice for the child and signpost them to services.

Serious Violence/ Carrying Knives/Offensive Weapons & Gang Culture

We will work with partners for example the Police, local Safer Neighbourhood Teams, and Community Safety to identify any child or groups of children who may present as being involved in serious violence, gang, or knife culture.

3. Safeguarding Processes and Procedures

Derby Forest School will deliver its responsibilities for identifying and acting on emerging needs, Early Help, Safeguarding and Child Protection in line with national and local policies and procedures. This setting will refer to and use the Safeguarding Policies and Procedures as set out by the Derby and Derbyshire Safeguarding Children Partnership.

The Derby and Derbyshire Safeguarding Children Partnership Threshold Document is available on their website and will assist with identifying a level of need for a child and their family and with meeting their needs in Derby and Derbyshire. This document will be used to help identify the level of concern and any next course of action.

Children with Emerging Needs and those children who may require Early Help

Staff work closely together to identify any potential need for Early Help for children and families with consideration for any child who:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is a privately fostered child.
- Has returned home to their family from care.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.
- Is showing signs of emotional/mental ill health.
- Is showing signs of displaying behaviour or views that are extreme.
- Is misusing drugs or alcohol themselves:
- Not attending school or are at risk of exclusion from school.
- Frequently going missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, exploitation, radicalised.

- Not in education, training, or employment after the age of 16 (NEET).

We acknowledge that these children are more vulnerable. We will identify who these children are in the setting and will monitor their health, safety and wellbeing and ensure all staff know how to identify these children and to seek advice, help and support where needed.

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

Needs of Children with a Social Worker

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

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

Making a referral into children's services

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of abuse, this is a Child Protection concern and we will follow locally agreed Safeguarding procedures.

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 we become aware of this.**

A **telephone referral** must be made as soon as possible to Starting Point Derbyshire's first point of contact for a referral into children's services:

We will also follow the procedures for bordering local authorities where a child's home address is outside of Derbyshire (E.g Leicestershire / Nottinghamshire)

If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of any multi-agency plans, is submitted along with the referral.

This setting will ensure the referrer has 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).

Significant Safeguarding incidents will also be reported to Ofsted by completing their online referral form.

Appendix D & F provide more information and the flowchart for making a referral.

Safer Working Practices

Derby Forest School will adhere to the following safer working practices:

- Following safer recruitment and staffing protocols such as checking barred lists, DBS checks and references
- Records and record keeping of personnel who are working and have worked in the setting.
- Having a staff code of conduct
- Managing allegations against staff, and volunteers.
- We will co-operate and provide information in any enquiries from the LADO, police and/or children's social services.
- Using consultation with a schools/setting's human resources department or service.
- Seeking employment legal advice and services where necessary.

We will operate a Single Central Record which will cover all Staff, including Volunteers, frequent Visitors, Students, Agency, and Supply, and in some cases, Contractors providing a service to the setting.

We will ensure that the Single Central Record and supporting personal files are regularly updated and reviewed to meet requirements.

Recruitment, Staffing:

- All interview panels will have at least one member who has undergone Safer Recruitment Training and is up to date and has the necessary skills and knowledge.
- In an interview there will be a minimum of two questions regarding Safeguarding.
- We will investigate any gaps provided in references and will require an explanation for the gaps.
- Provide risk assessments and on the personnel record of any employee who in post does not have a reference or cannot provide one due to length in post.

In the pre recruitment process. We will in all cases check and verify:

- the identity of candidates.
- professional qualifications.
- the right to stay and work in the UK.
- is not subject to a prohibition order issued by the Secretary of State
- References by asking for and following up at least two references.
- Gaps in employment.
- If disqualification by association applies

The Disclosure and Barring Service (DBS) is available to this setting to help employers make Safer Recruitment decisions

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

A DBS check will be requested as part of all pre-recruitment checks and permanent staff will be required to join the update service which will be checked by the DSL annually

We will also ensure that we 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.

Overseas checks

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges This includes obtaining:

- an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK.
- Any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.
- Where overseas checks are not available, we will aim to seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

Students/Work Placements

We will induct all work experience and student teachers and supply them with a copy of Safeguarding and Child Protection policy and any other policies deemed relevant for them to carry out their duties, safely and consistently.

We will use a risk assessment model with the student to determine suitability, and expectations around the placement when commencing, This will include them not participating in providing personal care for children. (e.g toileting / nappy changing)

If the student/teacher is over 18 years of age, we will ask for evidence of a recent DBS check and undertake a new one if this is not available.

Dealing with allegations against staff, volunteers, and carers

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

If a member of Staff has concerns about another member of Staff, Volunteer, Carer, Student, Supply and Agency Staff, they should follow the procedure outlined in the whistleblowing policy on our website.

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

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

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

- Regardless of whether the school/setting is where the alleged abuse took place.
- To allegations against a staff member who is no longer teaching
- Historical allegations of abuse taking place in the school/setting.

In our considerations where it is felt it meets the criteria, we will make a referral in every case to the Local Authority Designated Lead (LADO), using the [Derby and Derbyshire LADO Referral Form](#) and that this is done by an appropriate member of the Senior Management Team.

If a report of an allegation/s is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider if the child who has made the allegation is in need of help or may have been abused by someone else and a referral to Children's Social Care services may be appropriate.

Appendix A – shows the flow chart to be followed where there are allegations or concerns about a staff member

Record keeping

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 file for each child. We will keep separate logs for each child if there is a bullying incident.

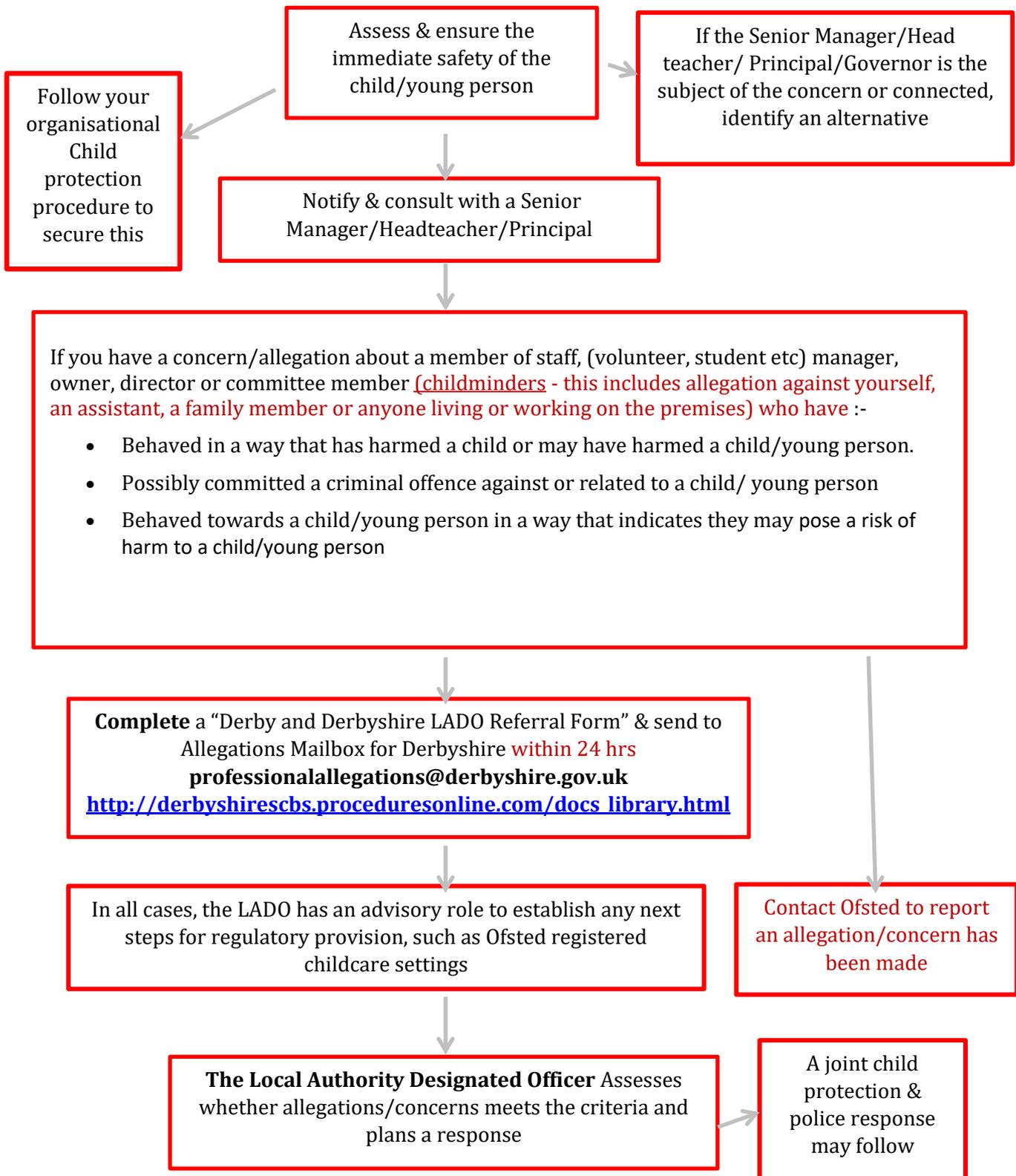
All concerns will be recorded clearly and with all decisions, actions taken, outcomes and a confirmation of feedback to the referrer.

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 setting. We will follow the recommended GDPR guidelines and the Data Protection Act.

We will not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the school or connected to this school/setting.

Appendix A – Flow chart for when there are allegations / concerns against a staff member

**Derbyshire Local Area Designated Safeguarding Officer (LADO) Process -
Allegations/Concerns against staff member or persons living on premises where
Ofsted registered childcare takes place**



Appendix B. Types of Child Abuse

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

Physical Abuse

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

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

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

Changes in behaviour that can also indicate physical abuse:

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

Emotional Abuse

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

Changes in behaviour which can indicate emotional abuse include:

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

Sexual Abuse

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

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

The physical signs of sexual abuse may include:

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

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about

- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults.

Neglect

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

The physical signs of neglect may include:

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

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

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

Appendix D Making a referral:

Essential information to include when making a referral:

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

Other information that may be essential.

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

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

Phone referrals must be followed up in writing within 48 hours.

Making a Referral

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

- Undertaking an early help assessment
- Using and evidencing the current threshold document* available to all practitioners and which is found on the partnership website :

https://derbyshirescbs.proceduresonline.com/docs_library.html

***Practice Examples**

Level 1 - Universal Open Access to Provision

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

Level 2 - Emerging Needs

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

Level 3 - Intensive

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

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

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

Level 4 - Specialist

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

Confidentiality

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

- Confidentiality.
- The gathering of evidence.

- Commitment or loyalty to relatives, friends, or colleagues.

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

Listening to the Child

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

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

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

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

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

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

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

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

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

Parental Consultation

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

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

- Discussion would put a child at risk of Significant Harm.

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

Reporting to Ofsted

- Significant Safeguarding incidents will also be reported to Ofsted by using their referral form: <https://www.gov.uk/guidance/report-a-serious-childcare-incident>

Appendix F shows flowchart to be followed where there are concerns about Child Protection

Appendix E: Important Contact Details

Derbyshire Call Derbyshire (Starting Point): Tel: 01629 533190
24/7, 365 days per week Derbyshire contact and referral service for concerns that a child/adult over 18 is suffering or at risk of significant harm.

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

Starting Point Professionals Advice line Children: Tel: 01629 535353

Derby City First Contact Team: Tel: 01332 641172

LADO Derby and Derbyshire (Local Authority Designated Officer – allegations about staff / volunteers): Professional.Allegations@derbyshire.gov.uk

Where a child's home address is outside of Derbyshire Boundaries we must also report to the relevant local authority. Our main neighbouring local authorities are:

Nottinghamshire 0300 500 8080

Derby City 01332 641172

Leicestershire 0116 305 0005

Ofsted must also be informed as soon as practical of any incident requiring notification and in any case within 14 days: <https://www.gov.uk/guidance/report-a-serious-childcare-incident>

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

Police Non-emergencies: 101

Cyber Crime: www.saferderbyshire.gov.uk/cyberchoices

Prevent:

Making a Prevent referral Derby & Derbyshire: www.saferderbyshire.gov.uk/preventreferral

Contact the lead officer for Prevent at Derbyshire County Council: 01629 538473

Appendix F – Flow chart for where there are Child Protection concerns

Concern raised about a child – speak to the Designated Safeguarding Lead (DSL), follow the setting’s policy and review known information (Notes - appendix 1 and any previous chronology)

The Designated safeguarding lead (DSL) - If urgent and immediate, refer safeguarding concerns to Starting Point 01629 533190 or the LA where the child lives (see page 6). Contact the police if a child is in danger or an ambulance (999)

DSL - All other referrals are made by completing an online referral form for triage www.derbyshire.gov.uk/startingpoint (include your email address so that contact can be made).

(If you are not sure if a threshold for referral is met, you can phone the Starting Point professionals advice line 01629 535353 - leave a message and follow advice)

It is the role of social care/police or health practitioners, via a Starting Point Referral, to investigate individual cases and take further action if required, not the setting.

DSL - All concerns and discussions about a child’s welfare are confidential and must be recorded in a timeline (chronology), including the decisions made (if you had shared information with parents, carers or social worker if child in care) and the reasons for the decisions. – See appendix 5

DSL - inform Ofsted of any significant safeguarding incidents that have been referred to the local authority, (the setting’s insurance company may also need to be notified a referral has been made, without sharing confidential information.

<https://www.gov.uk/guidance/report-a-serious-childcare-incident>

DSL/key worker - The setting will monitor the situation and if there are further concerns, the setting will continue to put the safety of the child first and record and refer again or take advice as appropriate.

Manager/DSL Review policy and procedures if required and share learning with all staff