



The Derby High School
POL011
Child Protection and
Safeguarding Policy

Audience: Public

CHILD PROTECTION AND SAFEGUARDING POLICY

OUTLINE

Safeguarding is everyone's responsibility.

The Derby High School fully recognises its responsibilities for child protection and Safeguarding. This policy should be read in conjunction with the school's anti-bullying policy.

Our policy applies to all staff, governors and volunteers working in the school. The five main elements to our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equipping children with the skills needed to keep them safe
- develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support students who have been abused in accordance with his/her agreed child protection plan
- establish a safe environment in which children can learn and develop.

REVISION LOG

Change Date	Reason for change	Details	Approved By
Summer 2014	Document Created		School Governing Body
Summer 2015	Annual Review		School Governing Body
Summer 2016	Annual Review		School Governing Body
Autumn 2019	Amended		School Governing Body

OVERVIEW

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried
- include opportunities in the PHSE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by Bury Integrated Safeguarding Partnership and take account of guidance issued by the Department for Education to:

- ensure we have a Designated Safeguarding lead who has received appropriate training (every two years) and support him to attend update training at least annually to support him in his role (Mr D White – email: dwhite@thederbyhighschool.co.uk)
- ensure we have a nominated governor responsible for child protection – (Councilor D Gunther – email: derby@bury.gov.uk) The Safeguarding governor should have group 3 training (other governors encouraged to attend)
- ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Safeguarding lead and their role
- ensure that all staff at the Derby read at least Part one of Keeping Children Safe in Education (Sept 2019)
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding lead
- ensure that all staff have training and updates at least annually and group 3 training every three years
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus. This includes the school requiring at least two emergency contacts for every child in case of emergencies, and in case there are welfare concerns at the home. (*Keeping Children Safe in Education Sept 2019*)
- notify social services if there is an unexplained absence of more than two days of a student who is on the child protection register
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences

- keep-records of concerns about children, even where there is no need to refer the matter immediately
- ensure all records are kept securely, separate from the main student file, and in locked locations
- develop and then follow procedures where an allegation is made against a member of staff or volunteer
- ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies that support the student such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service;
- ensuring that, where a student on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

BIBLIOGRAPHY

Reviewed with reference to 'Keeping children safe in education Statutory guidance for schools and colleges' DfE Sept 2019

Acknowledgements and thanks are given to the following persons/authorities: -

Teachernet

ExamplePolicy@www.teachernet.gov.uk

Dorset LEA

[ChildProtectionPolicy@www.stmaryspudd.dorset.sch.uk/Policies](http://www.stmaryspudd.dorset.sch.uk/Policies)

APPENDICES OUTLINING PROCEDURES USED AT THE DERBY HIGH SCHOOL

1. Categories of Abuse
2. Procedures for Referral/Principles for Intervention to Protect Children
3. Alleged Abuse by Staff
4. Peer on Peer Abuse
5. Record Keeping
6. Parental Involvement
7. Training
8. The Role of the Governing Body
9. The Curriculum and Child Protection in Relation to Other School Policies
10. Children with Special Educational needs

APPENDIX 1 – CATEGORIES OF ABUSE

The following categories of abuse are recognised for the purposes of the Child Protection Plan:

- **Neglect:** Persistent or severe neglect, or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive;
- **Physical injury:** Actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child including deliberate poisoning, suffocation and Munchausen's Syndrome by proxy;
- **Sexual abuse:** Actual or likely sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. This could include targeting our grooming of young people.
- **Emotional abuse:** Actual or likely severe adverse effect on the emotional and behavioral development of a child caused by persistent or severe emotional ill-treatment or rejection.

APPENDIX 2 – PROCEDURES FOR REFERRAL/PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

All action is taken in line with the following guidance:

- Bury Integrated Safeguarding Partnership safeguarding arrangements for adults and children
- DfE Guidance: Keeping Children Safe in Education (Updated Sept 2019)
- Working together to Safeguard Children – Guidance published by the Department of Health

Any member of staff or visitor to this school who is told about of abuse or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding lead and then on to the Headteacher.

If appropriate the Designated Safeguarding lead will immediately inform the Duty

Officer at their local Social Care Services. MASH (Multi Agency Safeguarding Hub):-

- 0161-253 -5678 during office hours 8.45 am to 5 pm Monday to Friday
- Emergency Duty Team (0161-253-6606) outside of office hours
- or email childwellbeing@bury.gov.uk.

Telephone referrals to Social Care and Health should be confirmed in writing immediately, using the inter-agency referral form.

The Designated Safeguarding lead and Head teacher will assist Social Care Services to make enquiries into concerns of child welfare. This will include ensuring, whenever possible, the school is represented at Child Protection Conferences and that information about the child is provided as required. (At a minimum a report will be sent to the meeting).

The Designated Safeguarding lead will be responsible for coordinating action and liaising with other agencies and support services over safeguarding and Child Protection issues. (The liaison may be carried out by a member of staff appointed by Designated teacher e.g. his Deputies / Year Co-ordinator/Assistant Head).

Confidentiality must be maintained and information relating to individual student/families shared with staff on a strictly need to know basis.

APPENDIX 3 – ALLEGED ABUSE BY STAFF

All allegations will be taken seriously and the situation will initially be referred to the Designated Safeguarding lead who will see the Headteacher immediately. Initial investigations will be undertaken and the need for further action determined.

The School will contact the Local Authority Designated Officer for consultation 0161 253 5342. The Designated Officer will record a note of the consultation and will advise on the appropriate action that needs to be taken, which could include a referral to Social Services. Due recognition will be paid to the stress caused by such an allegation and appropriate skills deployed to balance the needs of the child and support for the member of staff.

Where the allegation is against the Head Teacher, the Designated Safeguarding lead should be contacted by the Designated Governor for advice on how to proceed.

In order to minimise the risk of accusations being made against staff as a result of their daily contact with students, Governors should ensure, through the Headteacher that all staff are aware of and follow guidelines on the use of positive handling strategies. (See Staff Guidance Booklet).

APPENDIX 4 – PEER ON PEER ABUSE

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. (Read this in conjunction with our anti bullying policy.) Verbal abuse should never be tolerated or passed off as banter or as part of growing up. While there is no intent to criminalise young people peer to peer abuse does form part of our safeguarding procedures.

Some forms of peer on peer abuse;

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying
- Youth produced sexual imagery- popularly known as 'Sexting'
- Prejudiced Behaviour
- Teenage relationship abuse Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner.

The Derby High school has put in place safeguards to reduce the likelihood of peer on peer abuse. Our 7 Rs and our clear set of expectations and consequences for unacceptable behaviour, together with visible staff presence have helped to establish an ethos of respect, friendship, courtesy and kindness.

Any peer on peer allegation must be referred to the Designated Safeguarding lead immediately. Where a concern regarding peer on peer abuse has been disclosed to the Designated Safeguarding lead advice and guidance will be sought from Children Social Services and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. Working with external agencies there will usually be a response to the unacceptable behaviour, for example, if a student's behaviour negatively impacts on the safety and welfare of other students then safeguards will be put in place to promote the well-being of the students affected, the victim and perpetrator will be provided with appropriate support to prevent any reoccurrence of improper behaviour.

APPENDIX 5 – RECORD KEEPING

Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed. The 'Green form' can be used to record this information. Staff must **not** question the student but may seek clarification on some details i.e. 'when you say Saturday do you mean the last Saturday' The concern should then be referred immediately to the schools Designated Safeguarding lead (Mr D White or Mrs G Dean in his absence).

All hand written records will be retained, even if they are subsequently typed up in a more formal report. The 'Green form' available in the staffroom can be used for handwritten notes.

All records relating to child protection concerns will be kept in a secure place and will remain confidential. They do not form part of the student's educational records and are not required to be disclosed to parents/carers except by agreement.

Staff must ensure that they monitor closely the welfare, progress and attendance of students subject to a Child Protection Plan and that they provide information as required by the Social Services and other agencies. If a child who is on a Child Protection Plan is absent from school, then a professional judgment needs to be made about when to inform Social Care Services. A first day referral should be made to the schools Designated Education Welfare Officer.

If a child moves from one school to another the Designated Safeguarding lead should inform the receiving school immediately by telephone that Child Protection records exist. The records must be passed on either by hand or sent by recorded delivery.

APPENDIX 6 – PARENTAL INVOLVEMENT

This school is committed to helping parents/carers understand its responsibility for the welfare of all students.

Parents/carers will be made aware of the school's child protection policy via the school literature and initial meetings with parents of new students.

Where possible, concerns should be discussed with parents/carers and the Designated teacher should seek agreement to make referrals, unless to do so would place the student at increased risk of significant harm.

APPENDIX 7 – TRAINING

Governors recognise the importance of Child Protection Training for the Designated Safeguarding lead and any deputies.

The Designated teacher must attend training events every two years. Designated safeguarding lead and deputies must attend update training at least annually.

All staff, both teaching and support, shall have access to appropriate training on a regular basis. (Whole School Inset will be provided on a three yearly basis).

APPENDIX 8 – THE ROLE OF THE GOVERNING BODY

Governors will ensure that the school has identified a Designated Safeguarding lead (D White) and a Designated Governor for Child Protection (Councilor D Gunther).

Governors must ensure that mechanisms are in place to assist staff to understand their role and responsibilities in relation to safeguarding. To this end the Designated Governor for Child Protection, in liaison with the Designated Safeguarding lead, will ensure that the school has a child protection policy and procedures in place, and that these are known to all members of staff. All newly appointed staff should receive a copy of the policy and induction training. The Designated Safeguarding lead will regularly update staff in relation to safeguarding issues through regular briefings. At the Derby the Designated Safeguarding lead will also ensure regular (weekly) briefings for staff relating to safeguarding responsibilities.

The governors will receive an annual report on changes to child protection policy or procedures; training undertaken by the Designated teacher, other staff and governors; the number of child protection incidents/cases (without detail or name); and the place of child protection issues in the curriculum.

The Governors will review and up-date the child protection policy (if appropriate) on an annual basis.

Ensure safe recruitment practices are always followed.

Through the Headteacher, the Governors must ensure that all visitors to the school who are working with children are 'badged' and have had the necessary clearance.

APPENDIX 9 – THE CURRICULUM AND CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES

The Governors place importance on the curriculum in the protection of children.

They aim to ensure that curriculum development meets the following objectives:

- Developing student self-esteem
- Developing communication skills
- Informing about all aspects of risk
- Developing strategies for self-protection
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and
- Developing non-abusive behaviour between students

The Child Protection Policy should be read in conjunction with the school's policies on behaviour and discipline, bullying and physical restraint.

APPENDIX 10 – CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Governors and Staff recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect.

APPENDIX 11 – CHILDREN AND YOUNG PEOPLE IN CARE

Governors and Staff recognise that looked after children may be especially vulnerable and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect.

SAFEGUARDING POLICY (EXTENSION) - WORKING PROCEDURES AT THE DERBY HIGH SCHOOL

1. INTRODUCTION
2. ETHOS
3. CURRICULUM
4. ATTENDANCE AND EXCLUSIONS
5. KEEPING RECORDS
6. ROLES AND RESPONSIBILITIES
7. SAFE RECRUITMENT AND SELECTION OF STAFF
8. WORKING WITH OTHER AGENCIES
9. CONFIDENTIALITY AND INFORMATION SHARING
10. TRAINING FOR STAFF AND VOLUNTEERS
11. RECORDING AND REPORTING CONCERNS
12. INFORMING PARENTS/CARERS
13. DOMESTIC ABUSE
14. FORCED MARRIAGE
15. PREVENTING VIOLENT EXTREMISM
16. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS
17. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS
18. COMPLAINTS OR CONCERNS BY LEARNERS, STAFF OR VOLUNTEERS
19. SERIOUS CASE REVIEWS
20. APPENDIX I - Bullying and Harassment – Statutory Requirements
21. APPENDIX II – DHS Child Protection Incident Welfare Concern Form

1. INTRODUCTION

- 1.1 This policy has been developed to ensure that all adults in The Derby High School are working together to safeguard and promote the welfare of children and young people. This policy has been first ratified by the Governing Body at its meeting in **June 2016** and will be reviewed every **12 months**.
- 1.2 This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress any concerns about child welfare.
- 1.3 The Headteacher or, in her absence, the authorised member of staff, has the ultimate responsibility for Safeguarding and promoting the welfare of children and young people.
- 1.4 Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of The Derby High School. This policy complements and supports other relevant School and Local Authority policies.
- 1.5 Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their learners and, in accordance with guidance set out in 'Working Together to Safeguard Children' the Derby High School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

2. ETHOS

- 2.1 The Derby High School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our School implements policies, practices and procedures which promote Safeguarding and the emotional and physical wellbeing of children, young people and staff.
- 2.2 The Continuum of Needs and Response and the Early Help Support Plan (previously known as Common Assessment Framework) is embedded into everyday practice and procedures when responding to children's need. The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.
- 2.3 Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help learners respect the rights of others, particularly those groups who may be considered a minority.

3. THE CURRICULUM

- 3.1 All children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
- 3.2 Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities, and have access to a range of cultural opportunities which promote respect and empathy for others. There is access to information and materials from a diversity of sources which promote social, spiritual and moral well-being and physical and mental health.
- 3.3 Personal Health and Social Education, Citizenship and Religious Knowledge lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, online safety, forced marriage, combatting extremism, family patterns, religious beliefs and practices and human rights issues.
- 3.4 All learners will know that there are adults in the School whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.

4. ATTENDANCE AND EXCLUSIONS

- 4.1 In accordance with the The Derby High School Attendance Policy, absences are rigorously pursued and recorded. The school/setting, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
- 4.2 If a child who is on a Child Protection Plan is absent from school, then a professional judgment needs to be made about when to inform Social Care Services. A first day referral should be made to the schools Designated Education Welfare Officer.
- 4.3 The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Support Plan or a Parenting Contract.
- 4.4 We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in Safeguarding children and young people.
- 4.5 The School will only place young people in alternative educational provision which has been quality assured by the Local Authority. Young people who require access to alternative provision will have a personalised Learning Plan designed to meet their needs. Their attendance will be monitored by The Derby High School in accordance with the School Register Regulations (secondary schools only).
- 4.6 The Designated person will be informed when a fixed term or permanent exclusion is being discussed and any Safeguarding issues will be considered. Where it is felt that a child or young person is likely to be permanently excluded full consideration will be given to all aspects of the student's school record including all the student's diverse needs.

5. KEEPING RECORDS

- 5.1 The Derby High School will keep and maintain up-to-date information on children on the School roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies and any other significant event in a child's life.

6. ROLES AND RESPONSIBILITIES

6.1 The Headteacher of The Derby High School will ensure that:

- the policies and procedures adopted by the Governing Body/Board to safeguard and promote the welfare of learners are fully implemented and followed by all staff including volunteers
- safe recruitment and selection of staff and volunteers is practised
- a Designated Safeguarding lead is identified and receives appropriate ongoing training, support and supervision
- sufficient time and resources are made available to enable the Designated Safeguarding lead to discharge their responsibilities, including attending interagency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate
- all staff and volunteers receive appropriate training which is updated every three years
- all temporary staff and volunteers are made aware of the School's Safeguarding policy and arrangements
- all staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the Safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively
- parents/carers are aware of and have an understanding of the School's responsibilities to promote the safety and welfare of its learners by making its obligations clear in the school/setting prospectus.

6.2 The Governing Body of The Derby High School will ensure that:

- a member of the Governing Body is identified as the Designated Governor for Safeguarding, receives appropriate training, and will provide the Governing Body with appropriate information about Safeguarding and will liaise with the Designated Safeguarding lead
- there is a senior member of the School's leadership team who is Designated to take lead responsibility for Safeguarding within the School
- the Safeguarding policy is regularly reviewed and updated and the School complies with local Safeguarding procedures
- the School operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers
- procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with Local Authority procedures
- all staff and volunteers who have regular contact with children and young people receive appropriate training and are updated through refresher training regularly.

6.3 The Designated Safeguarding lead has a specific responsibility for championing the importance of Safeguarding and promoting the welfare of children and young people registered in the School. The Designated Safeguarding lead will:

- act as the first point of contact with regards to all Safeguarding matters
- attend updating training at least annually
- provide relevant information to the Local Authority on how the School carries out its Safeguarding duties
- provide support and training for staff and volunteers and make sure that they received approved refresher training every three years
- ensure that the School's actions are in line with Safeguarding Inter-Agency Procedures
- support staff to make effective referrals to the Children and Families Service and any other agencies where there are concerns about the welfare of a child
- keep copies of all referrals to Children and Families Services and any other agencies related to Safeguarding children
- ensure that all staff and volunteers receive information on Safeguarding policies and procedures from the point of induction
- ensure that any staff with specific responsibility for Safeguarding children receive appropriate training
- manage and keep secure the School's Safeguarding records
- ensure that all staff and volunteers understand and are aware of the School's reporting and recording procedures and are clear about what to do if they have a concern about a child
- liaise with the Headteacher about any Safeguarding issues
- ensure that the Safeguarding policy is regularly reviewed and updated
- keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DfE concerning Safeguarding
- send a learner's child protection or Safeguarding file separately from the main file to a new establishment if a learner leaves the School; keep a secure copy of the file.

7. SAFE RECRUITMENT AND SELECTION OF STAFF

- 7.1 The School's recruitment and selection policies and processes adhere to the DfE guidance set out in 'Keeping Children Safe in Education' – April 2014 (updated Sept 2019)
- 7.2 The Headteacher and Governing Body will ensure that all staff and volunteers using the mainstream school site will have valid and current DBS (Disclosure and Barring Service - formerly CRB).

8. WORKING WITH OTHER AGENCIES

8.1 The Derby High School has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The School will notify them if:

- a child subject to a Safeguarding plan is about to be permanently excluded
- there is an unexplained absence of more than two days from school of a learner who is subject to a Safeguarding plan
- it has been agreed as part of any Safeguarding plan or core group plan that it should do so.

9. CONFIDENTIALITY AND INFORMATION SHARING

9.1 Staff ensure that confidentiality protocols are followed and information is shared appropriately. The Headteacher or Designated Safeguarding lead discloses any information about a learner to other members of staff on a need to know basis only.

9.2 All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

10. TRAINING FOR STAFF AND VOLUNTEERS

10.1 Training is provided for all staff and volunteers. Induction training includes basic Safeguarding information about the School's policies and procedures, signs and symptoms of abuse (emotional and physical), how to manage concerns from a child as well as when and how to record a concern about the welfare of a child.

10.2 All staff and volunteers who are in regular contact with children will receive basic training, which is updated by refresher training as needed. The Designated Person for Safeguarding will receive refresher training.

10.3 All staff will receive training or briefings on particular Safeguarding issues, e.g. guns and gangs, hate crime,FGM,combatting extremism, forced marriage, domestic abuse and child sexual exploitation (not all examples will be relevant to all Schools).

11. RECORDING AND REPORTING CONCERNS

11.1 All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. If a concern arises all staff, volunteers and visitors must:

- speak to the Designated Safeguarding lead or the person(s) acting in their absence
- record the concern using the School's Safeguarding recording system.

12. INFORMING PARENTS/CARERS

12.1 Our approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

12.2 Parents and carers will be informed if a referral is to be made to the Children and Families Service or any other agency.

12.3 Parents/carers will not be informed if it is believed that doing so would put the child at risk. In such cases the Designated Safeguarding lead or Headteacher will seek advice from the Children and Families Service's Initial Assessment Team.

13. DOMESTIC ABUSE

13.1 The School is aware that young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation, and that this is a Safeguarding issue.

13.2 Children and young people react to domestic abuse in similar ways to other types of abuse and trauma.

13.3 Information about domestic abuse and its effect upon young people will be incorporated into staff Safeguarding and child protection training and briefings and the School's Safeguarding and child protection's policies and procedures will be used to protect children and young people exposed to, and at risk from, domestic abuse.

13.4 Any child or young person thought to be at immediate risk will be reported without delay to the police service as a 999 emergency; the Local Authority Children's Service contact centre will be contacted as soon as possible.

14. FORCED MARRIAGE

- 14.1 The School is sensitive to differing family patterns and lifestyles, and childrearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. Child abuse cannot be condoned for religious or cultural reasons.
- 14.2 Information about forced marriage will be incorporated into staff Safeguarding and child protection training and briefings and the School's Safeguarding and child protection policies will be used to protect a victim or potential victim of forced marriage.
- 14.3 If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

15. FEMALE GENITAL MUTILATION FGM

15.1 FGM mandatory reporting duty - FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through concern raised by a young person or visual evidence) that FGM appears to have been carried out on a girl under 18.

15.2 Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

15.2 Reporting FGM - Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through concern raised by the young person or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

16 PREVENTING VIOLENT EXTREMISM

16.1 The school works extremely actively to combat extremism through work with outside agencies through tailored programmes such as the 'Prevent and Counter Terrorism for Schools' work run in conjunction with the police. The Derby was one of the first schools in the North West to pilot this in 2013.

16.2 Our citizenship work creates a context in which children can explore their concerns readily and easily. Our emphasis on British democracy and the importance of community cohesion and inclusion as well the schools strong ethos as evident in the '7R's is accompanied by our excellent programmes in student leadership. All these provide a framework which allows combatting extremism to be undertaken without difficulty.

16.3 If a member of staff identifies causes for concern linked to possible radicalisation to violent extremism, they will alert the Designated safeguarding lead immediately. If, when more information is gathered there is an immediate risk or emergency then the emergency services would be contacted. If there was no immediate risk but action is required then discussion with local police would take place and this would then determine the further response.

16.4 In terms of being aware of potential risks and signal events which can impact on our students and our school community the schools makes every attempt to:

- Ensure that the school are aware of and manage potential risks to students and the wider school community effectively
- Respond effectively to events, locally, nationally and globally, which could have an impact on individual students and on the school community.

17. CHILD PROTECTION CONFERENCES AND CORE GROUP MEETINGS

17.1 Members of staff are likely to be asked to attend strategy meetings, child protection conferences or other relevant core group meetings about an individual learner and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

17.2 All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and well-being as well as relevant family-related issues. This information will be shared with the parents/carers.

18. MANAGING ALLEGATIONS AND CONCERNS AGAINST STAFF AND VOLUNTEERS

18.1 The School follows the procedures recommended by the Local Safeguarding Children Board when dealing with allegations made against staff and volunteers.

18.2 All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.

19. COMPLAINTS OR CONCERNS BY LEARNERS, STAFF OR VOLUNTEERS

19.1 Any concern or expression of disquiet made by a child will be listened to seriously and acted upon as quickly as possible to safeguard his or her welfare.

19.2 We will make sure that the child or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. We will endeavor to keep the child or adult informed about the progress of the complaint/expression of concern.

20. SERIOUS CASE REVIEWS

20.1 The Local Safeguarding Children Board will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to:

- find out if there are any lessons to be learnt from the case about how local professionals and agencies work together to safeguard and promote the welfare of children and young people
- identify what those lessons are, how they will be acted on and what is expected to change as a result of the serious case review
- improve inter-agency working to better safeguard and promote the welfare of children and young people.

20.2 If required The Derby High School will provide an individual management report for a serious case review and will co-operate fully with implementing outcomes of the review including reviewing policy, practice and procedures.

APPENDIX I

BULLYING AND HARASSMENT – STATUTORY REQUIREMENTS

At The Derby High School we have policies and procedures in place to ensure that children/young people and vulnerable adults are protected from all forms of Bullying and Harassment including those related to faith, race, gender, disability and sexuality. These policies and procedures are based on the principles set out in *Safer Schools (2007)* and *Bullying – A Charter for Action (2007)*.

At The Derby High School we try to make sure that we have a consistent approach to preventing and dealing with Bullying and Harassment.

STAFF RESPONSIBILITIES AND TRAINING

At The Derby High School we have in place:-

A Designated member of staff (DW -supported by the inclusion team) who will deal with all allegations of Bullying and Harassment and make sure all incidents are recorded, reported to the School and dealt with.

There are systems and processes to inform all staff, learners and other stakeholders about Bullying and Harassment and how to recognise and act on any evidence that Bullying and Harassment is taking place.

Staff know how to recognise the signs of Bullying and Harassment and how to take appropriate action.

An appropriate incident form is completed and the School is informed as soon as any incident of bullying is suspected or occurs.

Learners who engage in bullying behaviour are dealt with through the agreed disciplinary procedure.

That learners who engage in bullying are helped to modify their behaviour and take steps to repair the damage they have caused.

SCHOOL RESPONSIBILITIES TO PARENTS/CARERS AND THE LOCAL AUTHORITY

- parents/carers are made aware of the School's approach to Bullying and Harassment
- parents/carers know who to contact if they think their child is being bullied or does not feel safe at school.
- they record any incidents of Bullying and Harassment and deal with them immediately
- incidents of Bullying and Harassment are reported to the Local Authority on an annual basis.

These policies further aid the Safeguarding in the widest sense of Derby High School students.

APPENDIX II

The Derby High School – Child Protection & Welfare Concerns

CHILD PROTECTION INCIDENT / WELFARE CONCERN FORM

THE GREEN FORM –Updated May 2019

Student Name	Date of birth	Year Group
Name and position of person completing form (please print)		
Time and Date of incident / concern:		
Time and date when this form was completed :		
What was happening immediately prior to the concern being raised?		
Incident / concern (who, what ,where ,when, use child’s words)		

Continue on an additional sheet if needed- ensure that you date and sign any additional sheets

Any other relevant information /witnesses, immediate action taken, did you seek any clarification?

Use the 'body map' if appropriate

Action taken

Reporting Staff signature: Date:

This section to be completed by the designated member of staff or deputy.

DCPT – Response/ Outcome

DCPT Signature: Date:

BODY MAP

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Never remove clothing for the purpose of the examination.

At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used.

Any concerns should be reported and recorded without delay to the designate person.

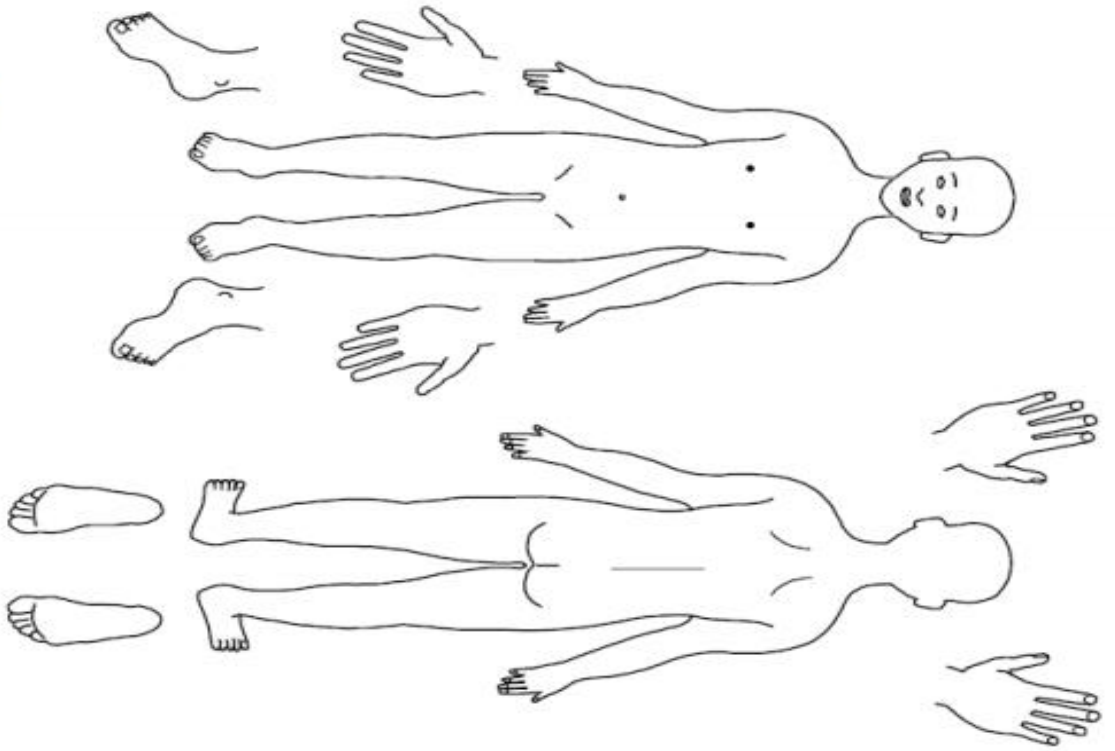
When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record.

Add any further comments as required.

Ensure First Aid is provided where required and record



Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____



