

# HALLAM FIELDS JUNIOR SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY

## **1. Introduction and Context**

### 1.1 Contents page

### 1.2 Our school & its vision & ethos

“At Hallam Fields we want all children to Thrive. We aim to develop resilient and confident children by supporting them with their emotional and social development. We believe every child needs to feel valued and be equipped with skills to be proud and ambitious in order to succeed.”

Hallam Fields is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff are DBS checked and have the qualifications verified.

The Designated Safeguarding Lead responsible for Safeguarding and Child Protection is David Brown (Headteacher). There are also three additional safeguarding leads; Sarah Carr (Assistant Headteacher), Sharon Sibley (Assistant Headteacher) and Billy Hussain (Welfare Officer). At Hallam Fields Junior School we use an online system to record all incidents and concerns (CPOMS). All staff are issued with a login and are expected to record all concerns to help build chronologies for individuals and linked children. DSLs are notified immediately of any updates electronically, and in person if something is of an urgent nature.

On our school website there is a copy of our Early Help offer (Appendix B) and links to many local agencies which offer support. These agencies include the needs of our local community and families in our school.

### **1.3 Our responsibilities**

Hallam Fields Junior School fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how the School will deliver these responsibilities. This is an overarching policy.

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

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

A vulnerable adult as written into this policy is so defined as still in the setting and who is or may be in need of community care services by reason of mental or other disability, age, or illness, who is unable to take care of him/herself, or unable to protect him/herself from significant harm or exploitation.

This policy should be read in conjunction with:

'Working Together to Safeguard Children' (July 2018) 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" 3<sup>rd</sup> September 2019 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)

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

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

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

Confidential Reporting Code (Whistleblowing)

Children in Care

Private Fostering

Recruitment and Selection

Tackling Extremism and Radicalisation

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

## 1.4 Our Principles

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

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

## 1.5 Our Policy

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

- The types of abuse that are covered by the policy;
- The signs of abuse that all Staff / anyone who has contact with a child or young person including Governors and volunteers should look out for;
- How to report a concern, who to go to within school; including how /who to report to at the relevant agencies;
- Roles and responsibilities for Safeguarding;
- Expectations of all Staff / anyone who has contact with a child or young person including Governors and volunteers with regard to Safeguarding, and the procedures and processes that should be followed, including the support provided to children;
- How the school will ensure that all Staff / anyone who has contact with a child or young person including Governors and volunteers are appropriately trained; this

includes, receiving regular updates and undertaking annual whole school training in safeguarding.

- Are checked for their suitability to work within the School;
- How the policy will be managed and have its delivery overseen.

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

## **2. Types of Abuse**

### **2.1 Children who may require early help**

All Staff (Governors and Volunteers) working within the School should be alert to the potential need for early help for children, following the procedures identified for initiating early help using the local and current **Safeguarding Partnership Threshold Document**, and **also consideration for a** child who:

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

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

## 2:2 Child Abuse

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

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

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

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional Abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or

non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
  - Provide adequate food, clothing and shelter.
  - Protect a child from physical and emotional harm or danger.
  - Ensure adequate supervision (including the use of inadequate care-givers); or
  - 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. This policy should be read in conjunction with the school's anti-bullying policy.

### 2.3. Specific Safeguarding Issues

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

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE) and as defined by Working Together 2018
- Children at risk of criminal exploitation ( CRE) as defined by local safeguarding partnership procedures
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage

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

### **3. Signs of Abuse (Child Protection)**

#### **3.1. Physical Abuse**

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

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

The physical signs of abuse may include:

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

Changes in behaviour that can also indicate physical abuse:

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

### **3.2. Emotional Abuse**

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

Changes in behaviour which can indicate emotional abuse include:

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



### **3.3. Sexual Abuse**

It is recognised that there is underreporting of sexual abuse with in the family. School 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.

### **3.4. Neglect**

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

The physical signs of neglect may include:

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

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

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

### **3.5 Specific Safeguarding Issues**

In understanding the signs and indicators of specific issues listed earlier in this policy, this school will incorporate the signs of abuse and specific safeguarding issues on safeguarding into briefings, staff Induction training, and ongoing development training for all Staff / anyone who has contact with a child or young person including Governors and volunteers.

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

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

### 3.6 Prevent Duties

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

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

This School will respond to any concern about Prevent as a Safeguarding concern and will report in the usual way using local Safeguarding Procedures. We will seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation. We will make referrals into CHANNEL where the risk is identified and the pupil may need de-radicalisation.

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

The school will use the relevant forms to record any concerns, keeping records which will be treated as a Child Protection Record, storing them as appropriate. (Forms are available in the staffroom which should be completed and passed to the HT or another DSI as a matter of urgency, other concerns will be recorded in CPOMs to form a chronology)

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

We recognise this is relevant to both boys and girls

Risk factors may include;

- Going missing, **staying out unusually late**
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- **Overly secretive**
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- **Association in gangs**
- **Unexplained injuries**
- **Carrying weapons, access to or carrying unusual number of mobile phones**

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

### **3.8 Female Genital Mutilation (Child Protection)**

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

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

Signs may include;

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

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

### **3.9 Allegations of abuse against other children/Peer on Peer abuse (Child Protection)**

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

Peer on peer abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals

including reference to the Safeguarding procedures as outlined by the local authority. This will may a referral into the Police and Social Care. The school will consider and may apply the disciplinary procedure. The school will offer support to a victim.

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

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

We will pay adherence to the guidance- Sexual Violence and Sexual Harassment in Schools/Colleges between children (December 2017) and have a strategy in the school to identify, report and respond to any issues/incidents raised. We aim to challenge this type of abuse. We also aim to use approaches in the curriculum to address and tackle peer on peer abuse. All incidents will be recorded on CPOMs to ensure DSLs are informed and a chronology created. Please also refer to the Equality and Diversity policy and related teaching through the SRE and PSHE schemes of work.

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

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

We will refer to:

[Derby City & Derbyshire Thresholds Document](#)

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

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

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

### 3.11 The criminal exploitation of children: County Lines

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 Safeguarding procedures as outlined by the local authority. This will mean a referral into the Police and Social Care. The school will offer support to a victim.

### 3.12 Carrying knives/offensive Weapons & Gang Culture

Bringing and carrying a knife/offensive weapon onto school premises is a criminal offence and immediate action will be taken by calling the police. The guidance on Searching, Screening and Confiscation for Head teachers, schools and Governors, January 2018 will be consulted and the school will consider and may apply the disciplinary procedure.

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

## 4. Safeguarding Roles and Responsibilities

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

- Being aware of the **local Safeguarding Partnership procedures** are followed;
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to;

- Knowing who the School Designated Lead/Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care / Looked After Children), SEN/D and Anti- Bullying including who is the School link Governor for Child Protection and Safeguarding;
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the School or College;
- To be aware of the 'Allegations Against Professionals' LADO procedures and feel confident in been able to use them including how to report concerns about other staff and the setting;
- That any concerns any staff have about a Headteacher, should be referred to the Chair of Governors.
- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support. (Confidential reporting code for schools – Policy is available from the HT / School Business Manager or via the Chari of Governors. A copy will also be available online on the School Bus)
- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in education settings, 2019', relevant sections of 'KCSIE 2019' and local procedures for 'Safer Working Practices'.
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training at least annually;
- Sharing information and working together with agencies to provide children and young people with the help and support they need;
- Supporting pupils who have been abused in accordance with his/her Child Protection Plan;
- Seeking early help where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment;
- If at any time it is considered that the child may be a 'Child in Need' as defined in the Children Act 1989; or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care;
- If Staff, Governors and Volunteers have concerns regarding a child they should raise these with the Designated Safeguarding Lead(s) who will normally decide to take the next step, (however, any member of Staff, Governor or Volunteer in a School can make a referral);

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



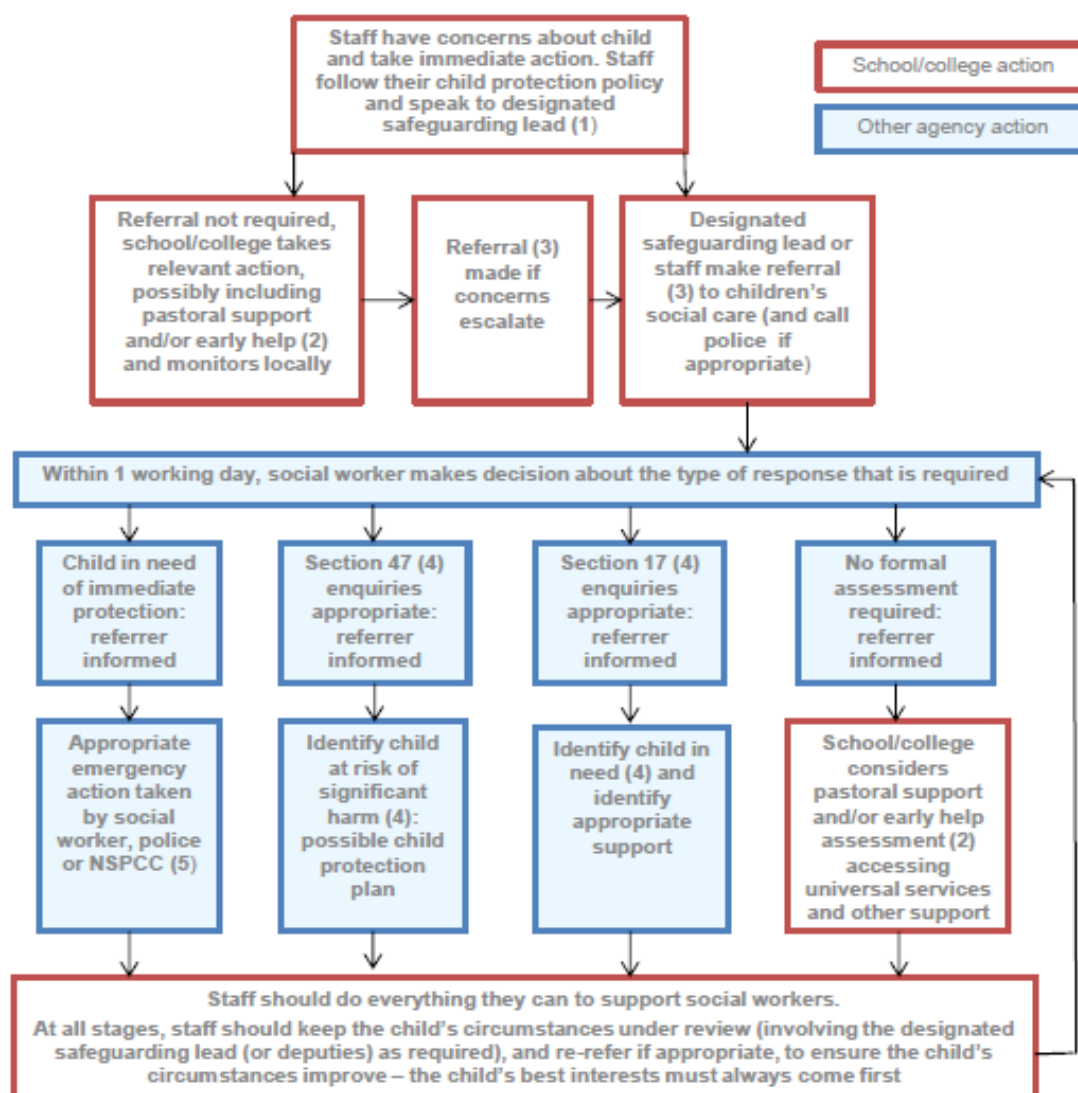
concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda. This will include attendance at training on either Prevent/Wrap or training considered sufficient by the local authority which fulfils the requirements of the prevent Duty for schools/colleges;

- All Staff / anyone who has contact with a child or young person including Governors and volunteers know about Prevent duties and will report any concerns to the Safeguarding Designated Lead in the school who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process;
- All Staff / anyone who has contact with a child or young person including Governors and volunteers should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- All Staff / anyone who has contact with a child or young person including Governors and volunteers should recognise what is child sexual exploitation and trafficking and know that they should seek advice and how to report any issues / incidents:
- All Staff / anyone who has contact with a child or young person including Governors and volunteers should recognise a child may be criminally exploited or involved in gang culture and should seek advice and report any issues /incidents;
- When using reasonable force this is in line with national guidelines and takes into account individual pupil needs and risk management /care plans and in particular with regard to SEN/D;
- All Staff / anyone who has contact with a child or young person including Governors and volunteers should recognise homelessness and the impact of the pupil facing homelessness, or who is homeless;
- This School recognises the importance of learning from national and local Serious Case Reviews and Thematic Learning Reviews. We are aware of the impact this has on how we carry out our Safeguarding and Child Protection responsibilities and roles.

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

- To share and report a concern, know how to do this and who to and record where appropriate in the role:
- All concerns should be recorded on CPOMs and also immediate concerns should be passed verbally to a DSL as a matter of urgency. The flowchart below is from Keeping Children Safe in Education 2019 as a further guide.

## Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

#### **4.3 Governors and School Leadership are responsible for (and need to ask a School about):**

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

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

- That we use the Local Authority Case Referral Pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or Social Care.
- Acting on the 'Learning from Serious Case Reviews' – see appendix A;
- Ensures that all Staff (governors and volunteers) are made aware of the schools Whistle Blowing policy.
- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.

#### **4.4 Creating a safe environment:**

- We will ensure that All Staff / anyone who has contact with a child or young person including Governors and volunteers are competent to carry out their responsibilities for Safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all Staff including volunteers feel able to raise concerns, along with being supported in their Safeguarding role.
- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the School's development (use of a Schools council and suggestion boxes).
- That the building; including its surroundings, are safe and one where children can feel safe.
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with including making public on our website and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.
- That we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record.
- We recognise the host families, homestays/exchange visits abroad and the need to provide safe provision and exchanges. We will ensure we have a system in place if we are to take part in any exchanges, ensuring the suitability of adults in families when arranging hosting and exchanges;

- We recognise that where our school places a pupil we are responsible for the safeguarding of that pupil and will check and review those arrangements to reassure ourselves of those safeguarding arrangements and that of the health, safety and wellbeing of that pupil. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement;

#### **4.5 Recruitment, Staffing:**

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

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

The Senior Designated Safeguarding Lead is:	<b>David Brown (Headteacher)</b>
The Deputy Designated Safeguarding Lead is:	<b>Billy Hussain (Welfare Officer)</b>
The Designated safeguarding leads(s) are:	<b>Sarah Carr (Assistant Headteacher)</b> <b>Sharon Sibley (Assistant Headteacher)</b>
The Appointed Teacher for Looked after children/virtual School:	<b>David Brown (Headteacher)</b>
The Appointed Teacher for SEND:	<b>Sharon Sibley (Assistant Headteacher)</b>
The Designated Lead(s) is/are for Anti- Bullying:	<b>David Brown (Headteacher)</b>
The Designated Link Governor for Safeguarding is:	<b>Adrian Ancliff (To be reassigned)</b>
The Designated Link Governor for Anti- Bullying is:	<b>Andrea Flint</b>
The Designated link Governor for Looked after Children (Child in Care) is:	<b>Andrea Flint</b>
Other Pastoral Members who take responsibility for safeguarding are:	<b>N/A</b>

## **5. Safeguarding Processes and Procedures**

The School will deliver its responsibilities for identifying and acting on early help needs, Safeguarding and Child Protection in line with the policies and procedures identified in the **local Safeguarding Partnership**.

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



### 5.1. Early help

All Staff / anyone who has contact with a child or young person including Governors and volunteers are made aware of what Early Help means, how to identify emerging needs and understanding their role within it. This means sharing information and having discussions with the Designated Safeguarding Lead, liaising with other professionals and supporting children identified in the school (i.e. potentially vulnerable and those who are vulnerable) who may therefore need Early Help intervention.

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

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

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

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

### 5.2. Referring to Children's Social Care

Hallam Fields Junior School will ensure all Staff / anyone who has contact with a child or young person including Governors and volunteers that if any have concerns about the welfare and safety of a child, discussions take place with the Designated Safeguarding Lead as soon as they are aware or know about a concern and the Designated Safeguarding Lead reports that concern as soon as possible. The Designated Safeguarding Lead will act upon the information received; however, we also recognise any one can make a referral into social care.

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

If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of the Multi-Disciplinary Plan, and any supporting document evidence to support a threshold should be attached to the written confirmation. If the professional does not have a copy, reference to the completed Early Help Assessment

should be made in the written confirmation. Details within the reference should include: who undertook the Assessment, and their contact details if known. Starting Point should provide feedback, an e-mail contact must be provided and name of the person nominated in school to receive that feedback.

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

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

Essential information for making a referral includes:

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

Other information that may be essential:

- Addresses of wider family members;
- Previous addresses of the family;
- Schools and nurseries attended by the child and others in the household;
- Name, address & phone number of GP/Midwife/Health Visitor/School Nurse;
- Hospital ward/consultant/Named nurse and dates of admission/discharge;
- Details of other children who may be in contact with the alleged abuser;
- Details of other practitioners involved with the family;
- Child's legal status and anyone not already mentioned who has parental responsibility;

- History of previous concerns and any previous CAF or Initial Assessments completed;
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.

Where there is a difference of professional opinion 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.

### **5.3. Records**

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

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

### **5.4. Recruitment**

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

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

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

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

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

We will ensure there is a Staff Code of Conduct, ensuring all Staff / anyone who has contact with a child or young person including Governors and volunteers are familiar with Safer Working Practices.

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

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

#### **The Disclosure and Barring Service (DBS);**

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

The DBS are responsible for:

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

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

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

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

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

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

### **5.5. Dealing with allegations against staff and volunteers who work with children**

The School will adhere to the procedures set out under 'Allegations Made Against Professionals' (allegations of abuse by teachers and other staff), [this document can be found on the Local Safeguarding Partnership website \(DSCB board website\)](#)

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

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

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

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

#### **[Local Safeguarding Partnership Procedures](#)**

Important contact details

Starting Point:

Tel: 01629 533 190

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

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

[www.derbyshire.gov.uk/startingpoint](http://www.derbyshire.gov.uk/startingpoint)

Call Derbyshire (Derbyshire adults 18+):

Tel: 01629 533 190

**Starting Point Professionals Advice line**

**Tel: 01629 535353**

LADO (Local Authority Designated Officer)

Professional.Allegations@derbyshire.gov.uk

Police Non Emergencies:

101

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

[Report Child Abuse](#)

Child Sexual Abuse

CEOP:

NSPCC - National Helpline:

Tel: 0808 800 5000

Childline:

Tel: 0800 11 11

**Prevent:**

Alison Chandler is the lead officer for Prevent at Derbyshire County Council

Email: - Ali.Chandler@derbyshire.gov.uk

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

## 6. Management of the Policy

The Governing Body will;

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

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

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

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

### **Signed by:**

Chair of Governors

Head Teacher

Date:

Date:

## **Appendix A:**

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

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

In 2012 we have learnt that:

**Babies** are particularly at risk from abuse and neglect including:

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

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

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

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

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



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

- Information gathering, sharing and recording.
- Assessing the complete circumstances of the child and family, including their history.
- Critically analysing all information.
- Ensuring the needs of the child are paramount above those of the parents.
- Seeing a child at home and where they sleep.

In 2013/2014 in summary form we learnt that:

Common Themes:

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

In 2016/17 in summary form we learnt that:

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

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

- Appropriate representation is needed at key meetings- Child Protection Case Conferences
- Effective multi-agency working
- Working more SMART (ly) with children and Young people

- Effective information sharing to inform assessments
- Staff to be curious, inquisitive and ask more questions
- Reflection and constructive challenge for staff when working with vulnerable children and young people
- Staff to observe safer working practices
- Staff to be reminded of a code of conduct and staff to operate by one

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

- A requirement for holistic & family based approach to ante-natal care and the importance of recording a full history of parents
- A need for professional curiosity into parental capacity & the mental health of parents
- To find out about the role of fathers/male partners/boyfriends in families
- To understand how mental health issues impact on the welfare & development of young children
- To act upon disrupted education, going missing, school refusal
- To know about the need to distinguish between sexual abuse, sexual exploitation , and or/underage sexual activity
- To identify neglect in disabled children
- A requirement to know about and use escalation & challenge processes provided by a safeguarding board where there are professional disagreements
- To know that when safeguarding teenagers understanding a tension between respecting their autonomy and keeping them safe
- To understand the impact of bereavement, loss and transition for children and especially young people
- Realise and respond to parents who dominate and manipulate TAF meetings (early help/CIN) by disputing points, creating diversions & feigned compliances with recommendations.

### **Relevant SCRs:**

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

## **Appendix B**



### **HALLAM FIELDS JUNIOR SCHOOL Early Help Offer April 2019 - July 2020**

#### **Contact Details:**

**David Brown (Headteacher)**

[headteacher@hallamfields.derbyshire.sch.uk](mailto:headteacher@hallamfields.derbyshire.sch.uk)

**Billy Hussain (Welfare Officer)**

[mrhussain@hallamfields.derbyshire.sch.uk](mailto:mrhussain@hallamfields.derbyshire.sch.uk)

**Telephone: 0115 9322568**

**We have approximately 240 pupils on roll in our school.  
All members of staff recognise their role in safeguarding.  
We work together to provide Early Help and services to  
support families.**

## **Contents:**

1. Introduction.
2. Early Help.
3. Recording, Reporting and Referral.
4. Early Help Interventions.
5. Beyond Early Help.
6. Quality Assurance.

## **1. Introduction**

Hallam Fields Junior School works to provide Early Help to families in the school community. In September 2017 we employed a Senior Learning Mentor and Welfare Officer to support us to deliver Early Help to our families alongside the Multi Agency Team. Since April 2019 we are providing support through school and have only limited support from the Multi Agency Team. We aim to provide Early Help services supporting in both the home and the school setting.

As part of our Early Help offer, the school has also use the Thrive Approach (and currently have 3 members of staff who are practitioners; Sarah Carr, Kristina Place and David Brown) and Nurture provision. These offer support for children suffering from anxiety and other issues affecting their well-being.

Early Help services aim to both provide advice and/or intervene where there is evidence of emerging needs with the objective of preventing escalation to higher level services.

This handbook is our school offer outlining the services available under the Early Help umbrella and also the key processes associated with this.

## **2. Early Help.**

Our primary aim is to identify needs early and to make sure that appropriate support is put into place. ALL staff recognise their role in ensuring safeguarding practices to ALL children at ALL times.

We believe that information sharing and timely effective support can ensure that ALL children and families get a good start in life.

Families need support from a wide range of agencies. We recognise that other agencies will be able to support families based on their specialised work. Therefore our role is often to signpost families to the resources that will best support their needs.

### **How will we know when Early Help is needed?**

Staff have daily contact with children and their families throughout term time. All staff recognise their role in identifying needs of vulnerable children and their families need for Early Help.

Staff are clear that acting on hearsay is not appropriate. All staff will advise 'concerned others' to report their safeguarding concerns to Starting Point (the county's single point access for safeguarding referrals). However, all reports of concern are logged on the school reporting system, CPOMs. Access to CPOMs is available to all staff at the most suitable level of access. The Designated Safeguarding Lead (Mr Brown, Headteacher), supported by the Assistant Headteachers (Mrs Carr and Mrs Sibley) and our Welfare Officer (Mr Hussain), monitor the entries logged on CPOMs.

Where appropriate Mr Hussain or Mr Brown will assess the needs of a family and this may identify that an Early Help assessment is required.

The Headteacher and the Welfare Officer monitor attendance in school. They are active in their role to ensure that families recognise the importance of their children attending school regularly.

### **3. Recording, Reporting and Referrals**

The Headteacher (DSL – Designated Safeguarding Lead) has case management responsibility. He identifies needs based on the safeguarding thresholds e.g. low level, emerging, complex/serious (Section 17) or Child Protection concerns (Section 47).

Where emerging needs are identified the DSCB (Derbyshire Safeguarding Children's Board) approved Early Help Assessment Form will be used and will be reviewed under the single plan format with reference to the safety and wellbeing grid.

A provision map details interventions for all pupils requiring Early Help in school.

A current recording system, CPOMs (Child Protection Monitoring System), is available online for staff to record information.

Concerns and chronologies are closely monitored – identifying patterns/ frequency of concerns and the actions that have been taken - by the Headteacher. These profiles may trigger an in-house referral to the senior learning mentor or member of the nurture team.

Staff also create and record on CPOMs where there are other agencies involved. The structure that children will be supported and reviewed through will be the Early Help Assessment format, which is currently the assessment process used by the Local Authority.

If a vulnerable child moves school we will ensure that information is shared with the receiving school. Depending on the level of safeguarding need it may be appropriate to hold a meeting, have a telephone conversation or as a minimum send the child's file.

We are unable to use the DCC Framework i / Mosaic system which would enable us to enter case notes and documents. Access to the system would also flag up concerns. As this is unavailable to us, we will contact the local Social Care Office when needed. We have raised our concerns regarding no access to this system with the Local Authority and hope that it will be recognised that this is an essential need to ensure effective communication between all services.

Where there has been no improvement to the welfare of the child, and there are escalating concerns around the safety and wellbeing of a child, staff will step up the

Early Help Assessment to Starting Point. The Welfare Officer and the Headteacher meet regularly to discuss the children and families and the progress that is being made.

Where there are immediate Safeguarding concerns it will be taken to Starting Point, the county's single point access for safeguarding referrals, following consultation with the Designated Safeguarding Leads in school.

#### **4. Early Help Interventions.**

At Hallam Fields Junior School we have a full time Welfare Officer / Senior Learning mentor, who provides support for children and families. We have an 'open door policy' and can often meet parents without an appointment for brief queries, especially at the beginning and end of the day, or telephone and leave us a message. During term time the Welfare Officer / Senior Learning mentor may work directly with children on an individual basis, or may request that our trained Teaching Assistants offer specific support.

Over the school holidays the email address [earlyhelp@hallamfields.derbyshire.sch.uk](mailto:earlyhelp@hallamfields.derbyshire.sch.uk) will be monitored and we will offer support or sign post you to the most appropriate advice and support.

Our school website contains information for families actively seeking advice and support.

Based on the needs of each family, staff will coordinate the support of the appropriate services. Where appropriate TAF (Team Around the Family) meetings are arranged to monitor the work of all the agencies involved. The Early Help Assessment Tools, including the safety and wellbeing grid are used to assess progress and achievements made by the families and professionals supporting them.

Joint working arrangements with partner agencies, such as school health, CAMHS (Child and adolescent mental health service) and with the PCSOs (police community support officer), are already in place and information is shared through meetings, email and telephone communications. As a family's needs arise further links to agencies will be established and maintained. Clear lines of communication are essential to support long term improvements for families. The Derbyshire Children's Services - Early Help Offer Guide to Children & Family Services – provides a directory of support that families will either be signposted to, referred to, or engaged with on behalf of the families we support.

#### **5. Beyond Early Help**

Following a review of a family's needs, or at a time of crisis, it will be appropriate to escalate the support a family requires. At the stage where early intervention attempts have not been successful and a social worker becomes involved we will

continue to support children and families. Ongoing communication with all services involved continue to be essential.

The Headteacher and/or the Welfare Officer and / or a Deputy Safeguarding Lead (Mrs Carr or Mrs Sibley) will be available to represent the school at Case Conference or Child in Need Reviews, and will provide reports when required.

## **6. Quality Assurance**

The best quality assurance will be received from the families receiving the support.

The school community is committed to the welfare and safety of children and as such are relentless in questioning the support families are receiving.

Hallam Fields Junior School Governing Body actively challenge the Senior Leadership Team at termly Governors' meeting regarding safety and welfare of all the pupils. Governors are involved in the annual safeguarding audit, meet with the Designated Senior Leads for Safeguarding and Attendance.

Resources used are recommended by the Derbyshire Safeguarding Children Board.

The school networks with other school-based family resource workers and pastoral staff and keeps up-to-date with developments in safeguarding families including attending DCC Safeguarding briefings and training.



We know that sometimes unexpected problems can create difficulties which we need support to resolve. Our aim at Hallam Fields Junior School is to do whatever we can to provide support for any member of the school community in their hour of need. We can support you in the following ways:

## PASTORAL

Pastoral Care is support which we provide in school in order to help a child to improve their social, emotional and behavioural skills.

Pastoral care can be provided in a variety of ways to meet a variety of goals. Reasons we provide pastoral care include:

- Help a child share appropriately
- Help a child understand how to behave appropriately in different situations
- Boost self-esteem
- Help a child to build friendships with their peers
- Help a child with transition to a new key stage or class

The ways in which we deliver this support include:

- Thrive sessions working 1:1 with a child on an individual plan to build gaps in their development
- Nurture to teach targeted social, emotional and behavioural skills either in a group or individually
- Lunchtime clubs
- Transition programmes for vulnerable groups
- 1:1 sessions with a named worker

## PARENTAL

Sometimes pastoral care needs to span home and school. Sometimes help is needed to address challenging behaviour at home, sometimes help is needed due to family illness or other misfortune. We can provide support in the following ways:

**Drop-ins:** Staff are readily available to meet with parents to discuss issues and to help with solutions

**Courses for Parents:** Within school we run courses to help parents deal with difficult behaviour of children at home by using some of the Thrive Strategies which we use in school. Mrs Carr has undertaken the training required to carry out the course within school. If you feel this may be of interest please contact Mrs Carr through the school office or email [pastoral@hallamfields.derbyshire.sch.uk](mailto:pastoral@hallamfields.derbyshire.sch.uk) Where applicable we will also direct you to other courses being run locally which may be useful.

**SEN:** If your child has special educational needs or you think they might Mrs Sibley our SENCO will be able to advise and support you in the process to follow and support available.

## ATTENDANCE

Good attendance is vital for children to succeed at school and prepare them for the next phase of their life. Target attendance is 95%+ and this is what everybody should be aiming for to ensure that children make the expected progress and reach expected standards at school.

We provide support for families with attendance in the following ways:

**Attendance Panel Meetings:** At these meetings we investigate reasons for low attendance and develop a plan to improve future attendance.

**Support from Attendance Officer:** Our attendance officer will provide support with implementing and monitoring the attendance plan to ensure that we work closely together and support any difficulties you may be having.

## OTHER AGENCIES

Sometimes we need to involve other agencies so that we can all work together and share ideas and expertise. In this case we may arrange a Team around the Family meeting where we will look at what is working well, and what areas need support. We will hold regular meetings to monitor action plans.

We also use specialist outside agencies who can offer trained counselling services. These could be for bereavement, substance misuse (child or adult), and domestic violence amongst others. For these agencies, we will get your permission before referring in to services for you.

We can also help by offering information for local groups and organisations where you can get help. Lots of these details are also available on our website.

## CONTACT US

During term time make an appointment to see Mr Hussain or Mr Brown. In the holidays urgent issues should be addressed to **Starting Point**, which is the focal point for Social Care support on **01629 533190**. Otherwise, please email: [earlyhelp@hallamfields.derbyshire.sch.uk](mailto:earlyhelp@hallamfields.derbyshire.sch.uk)