



The de Ferrers Trust

Trust Safeguarding/Child Protection Policy

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This policy is reviewed at least annually by the Board of Trustees, and was last reviewed in March 2021

Our Vision

To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background.

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1.Named staff and contacts

Trust

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2. Safeguarding Commitment

At The de Ferrers Trust the safeguarding of the children in our care is of paramount importance. Safeguarding children is every member of staff's responsibility. When children feel safe they are more likely to feel happy and this in turn supports them being able to learn to the best of their ability, supporting our vision statement for each and every child who comes into our Trust to have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background.

Within each school, staff encourage children and parents/carers to feel free to talk about any concerns and to see their school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Each school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are in difficulty;
- Include in the curriculum activities and opportunities for Personal, Social and Health Education (PSHE), Relationship and sex education and Citizenship which equip children with the skills they need to stay safe from abuse (including online abuse) and to know to whom they can turn for help;

- Ensure every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies;
- Establish and maintain a training record of all staff within each school which shows compliance with mandatory safeguarding training and the requirements for all staff to read part one of Keeping Children Safe in Education 2020 (KCSIE). Within the Trust regular safeguarding training is at least annual with updates delivered via staff meetings and bulletins on a weekly basis.
- Operate safer recruitment procedures and make sure all appropriate checks are carried out and recorded on the single central record for new staff and volunteers who will work with children, including identity check, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc.
- Ensure all third party contractors/sub-contractors and agency staff are subject to the same vetting procedure and that written assurance from all those associated with the Trust in this way is sought and recorded alongside the single central record.

3. Purpose of this policy

The purpose of this policy is to provide an umbrella summary around the aspects of safeguarding and child protection that are common across the Trust. This policy will act as the main safeguarding and child protection policy for each school within the trust.

Additionally, each school within the Trust will have a site-specific Safeguarding and Child Protection annex which should be read in conjunction with this policy and which will be published alongside this policy on their website. This annex document details information exclusive to each school.

This policy applies to all staff, volunteers, governors and trustees as well as to all visitors. We will ensure that all parents and other working partners are aware of our safeguarding and child protection policy by displaying it on our website and the websites of each individual school within the Trust, by displaying appropriate information within our school's reception areas, and by raising awareness at parent's evenings and other appropriate meetings with parents/carers.

There are four main elements to our Safeguarding/ Child protection Policy. All of which are underpinned by KSCIE 2020

- Prevention – (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures)
- Protection – (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding and child protection concerns)
- Support – (to students and school staff and to children who may have been, or are being harmed or abused)

- Working with parents/carers – (to ensure appropriate communications and actions are undertaken)

4. The law and national framework

The requirements of the Trust and each school to safeguard and promote the welfare of all children is embedded in legislation and government and local authority guidance. The de Ferrers Trust works within both Derbyshire and Staffordshire local authorities. This policy is in line with all those requirements.

The government guidance 'Working Together to Safeguard Children – July 2018' and 'Keeping Children Safe in Education – 2020' are the essential national safeguarding documents and give practical guidance on implementing legal requirements. Each school will ensure these documents are available for all staff.

Additionally, all staff have access to copies of 'What to do if you are worried a child is being abused – March 2015' and the 'Guidance for safer working practice for those working with children and young people in education settings – May 2019'

All adults working within the trust are issued with their own copy of Part 1 of Keeping Children Safe in Education and time will be given during training sessions for staff to read this document and all staff must confirm that they have both read and understood the document.

The Trust Safeguarding and Child Protection Policy, and the individual school Safeguarding and Child Protection annexes and the national and local government guidance is compatible with the following legislation:

The Children Act 1989 and 2004
The Children and Social Work Act 2017
The Education Act 2002

5. Local Arrangements

There are two local authorities within which the trust works.

The Staffordshire Safeguarding Children's Board and the Derby and Derbyshire Safeguarding Children Partnership.

These were set up in response to the government legislation contained within the Children and Social Work Act 2017 for new safeguarding partner arrangements to be in place by September 2019.

The new partner arrangements include the local authority, a clinical commissioning group and the police. These three agencies will work together to promote the welfare of local children including identifying and responding to their needs.

More information can be found here:

<https://www.staffsscb.org.uk>

<https://www.ddscp.org.uk>

6. Extended school activities

Where schools provide services or activities directly under the management or supervision of school staff, the schools arrangements for child protection and safeguarding will apply. Where services or activities are provided separately by another body, the individual school will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the individual school on these matters where appropriate. **This is not an exhaustive list:**

7. Safeguarding in the curriculum

Children are taught about safeguarding in school. Children are taught to recognise when they are at risk and how to get help when they need it. The following areas are among those addressed in personal, health, social and emotional, (PHSE) and the wider curriculum in an age appropriate manner:

Child abuse and neglect, the four main categories

Bullying (including cyberbullying)

Drugs, alcohol and substance abuse (including awareness of County Lines and the criminal exploitation of children)

Internet safety including content, contact and conduct issues including online safety at home

Stranger danger

Healthy relationships/consent

Domestic abuse

(so called) Honour based abuse, forced marriage, female genital mutilation (see Appendix 5)

Sexual exploitation of children (CSE) including online

Child criminal exploitation

Preventing Extremism and Radicalisation (see Appendix 3 and 4)

Relationship and sex education

8. Support to pupils and Trust staff

Support to pupils – The schools within the Trust recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way. For such children school may be one of the few stable and secure and predictable components of their lives. Other children may be

vulnerable because, for instance, they have a disability, or they are in care, a care leaver, or previously looked after, or are experiencing some form of neglect. Our schools seek to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with special educational needs or disability. We will seek to provide such children with the necessary support to and to build their self-esteem and confidence. The context in which safeguarding incidents occur and/or behaviours occur, whether in school or outside (including online), will be considered by staff, particularly the Designated Safeguarding Lead (DSL) and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care (this is known as contextual safeguarding).

Mental Health – All staff will be made aware during training sessions that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff will receive training on how these children's experiences, can impact on their mental health, behaviour and education. Each school within the trust will detail in their individual annexes to this policy what the system is within their setting to identify possible mental health problems, including routes to escalate and clear referral and accountability systems.

Children potentially at greater risk of harm – Children who need a social worker due to safeguarding or welfare needs are potentially at greater risk of harm. A child's experience of adversity and trauma, neglect and complex family circumstances can leave them vulnerable to further harm as well as educationally disadvantaged and facing barriers to attendance, learning and mental health. Where the Local Authority determine a child needs a social worker this information will be shared with school and the DSL will use that information to inform decisions about safeguarding which may include responding to unauthorised absence or missing education where there are known risks. Additionally, the DSL will consider additional pastoral or academic support alongside the actions of statutory services.

Peer on Peer Abuse - This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as 'banter' or 'part of growing up'. This abuse could, for example, include sexual violence and sexual harassment, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. Up skirting is now a criminal offence (The Voyeurism (Offences) Act came into force 12/4/2019 and is included under peer on peer abuse. This is the act of taking a picture under a person's clothing without their knowledge or consent with the intention of viewing their genitals or buttocks causing the victim distress, humiliation, or alarm. Anyone of any gender can be a victim. There are separate school and local authority guidance documents and policies to address these concerns including the Student Behaviour Policy, Anti-bullying Policy and E-safety Policy. Where specific risks are

identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support.

Sexting - School will always respond if informed that children have been involved in 'sexting' (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, 'Sexting in schools and colleges: responding to incidents and safeguarding young people' will be used to guide the schools' response on a case by case basis.

The key points being:

- Inform the Principal/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents/carers of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation or the targeting of a vulnerable student, inform the police

Sexual violence and sexual harassment – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003, including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Evidence shows that girls, children with special educational needs and disability (SEND) and lesbian, gay, bisexual, transgender, (LGBT) children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

Curriculum

- Planned PHSE and relationship and sex education (RSE) will include 'healthy and respectful behaviours'. This will be appropriate to pupils' age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

Responding to an incident

- School will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges', May 2018.
- School DSLs have the support of the Sexual Behaviours Brook Traffic Light Tool which helps safeguarding staff and school leaders to correctly identify concerning sexual behaviour in children and young people and take the appropriate action to safeguard them.
- We will liaise with the police, social care and parents/carers as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents/carers will be included in discussions about the format that this support will take.

Children Missing – our Trust recognises the entitlement that all children have to education and will work closely with the local authorities to share information about pupils who may be missing out on full-time education or who go missing from education. The local authority for the individual school will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that children who go missing is a sign that they may have been targeted by Child Sexual Exploitation perpetrators and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation. Children who attend an alternative education provision are more likely to be vulnerable to these forms of abuse.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. We monitor attendance carefully and address poor or irregular attendance without delay.

Parents/carers should ensure that school has at least two emergency contacts for their child and that these are regularly reviewed to ensure they are up to date.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are both forms of abuse and both occur where an individual or a group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age can be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it can take place on and off line.

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines). Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

County Lines – County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK) using dedicated mobile phone lines. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store, drugs and money.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims and their families if they attempt to leave the county lines network.

Domestic Abuse – any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may have had to leave the family home as a result.

Child Trafficking

Child Trafficking is a form of modern slavery. It's defined as recruiting, moving, receiving and harbouring children for the purposes of exploitation. Child trafficking is a form of modern slavery. Children are trafficked for many reasons, some for child sexual exploitation, others for forced labour, and criminal activity and forced marriage. Children who are trafficked are often exploited in more than one way. Children may be groomed, tricked or persuaded to leave their homes to be trafficked and child trafficking often involves networks of organised criminals as well as individuals and children's own families. Child trafficking is child abuse and the response to any concern of child trafficking will be a child protection multi agency one in line with current legislation.

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the so-called 'honour' of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 5), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

Private fostering arrangements - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, aunt or sibling).

Complaints or concerns raised by parents/carers or pupils will be taken seriously and followed up in accordance with the school's complaints process.

Fabricated Induced Illness (FII) is a form of child abuse and it occurs when a parent or carer exaggerates or deliberately causes symptoms of illness in the child. The parent may present the child as ill when they are health, deliberately induce symptoms of illness, manipulate test results, or exaggerate or lie about symptoms. FII is child

abuse and will be reported as such to social care without the parent being alerted by the school.

Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people, staff may hear information, either from the child/young person as part of a disclosure or from another adult, that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

9. Working with parents/carers

Each school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Undertake appropriate discussion with parents/carers and seek necessary consent prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

Other Relevant Policies

The statutory responsibilities of individual governing bodies for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Student Behaviour Policy
- Staff Code of Conduct ('Guidance for Safer working practice')
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidances 'Use of Reasonable Force' and 'Screening, searching and confiscation')
- Special Educational Needs and Disability
- Trips and visits
- Work experience and extended work placements
- Medical Policy
- Health and Safety
- Relationships and Sex Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care

- E-safety
- Extended school activities

The above list is not exhaustive, but when undertaking development or planning of any kind, the school will consider the implications for safeguarding and promoting the welfare of children.

10. Records, monitoring and transfer

Well-kept records are essential to good child protection practice. All staff are clear about the need to report and record concerns about a child or children within each school. Records of concerns are written onto the online system 'CPOMS' (Child Protection Online Monitoring System) which then come immediately to the attention of the safeguarding team within each school. These concerns can then be managed by each safeguarding team and actions taken depending on the level of the severity of the concern.

If a concern is written down by a child or by a member of staff these written concerns can be scanned onto the system and once the concern has been logged and any such document created by a child disclosing abuse should be handed to the Designated Safeguarding Lead without delay.

If a concern is thought to be urgent the member of staff logging this on 'CPOMS' must also urgently seek out the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads and explain in person, the disclosure and situation leading up to it.

The safeguarding records on CPOMS are confidential to the safeguarding team and other supporting staff in each school who have an operational need for sensitive information. e.g., Designated Teacher for Looked After Children, School attendance welfare officer.

Child protection records are reviewed regularly by the safeguarding team to check whether any action or updating is needed.

When children transfer school, their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and will be sent directly to the Designated Safeguarding Lead in the receiving school or sixth form with any necessary discussion or explanation and a signed and dated record of the transfer is kept. If the receiving school has CPOMS this is done electronically via CPOMS. If not the CPOMS chronology of event is downloaded, password protected and sent electronically to the receiving school. Where a child needs specific support or has an open child protection plan, relevant information will be transferred prior to the child arriving at their new school in whatever way is considered appropriate; this may be a transition meeting between the schools if they are local to one another. If physical files have to be sent through the post they will be sent by recorded delivery.

11. Definitions

'Keeping Children Safe in Education 2020' defines safeguarding and promoting the welfare of children as:

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

Child protection is defined as:

- Part of safeguarding and promoting welfare; and
- The activity to protect specific children who are suffering, or who are likely to suffer, significant harm.

12. Roles and Responsibilities

All Staff

All Trust staff will:

- make sure they have undertaken the appropriate training for their role;
- take responsibility to report any concerns, no matter what their role;
- ensure they have a copy of part 1 of Keeping Children Safe in Education 2020 and that they have read and understand it;
- ensure they are aware of the contents of this policy and the relevant safeguarding annex associated with their setting, the relevant behaviour policy for their setting, and the policy for Children Missing Education, the staff code of conduct, the guidance for safer working practice for those working with children and young people in education settings, May 2019, and the government guidance 'What to do if you're worried a child is being abused'.

- be aware of the need to minimise their own vulnerability in not being alone with children or in situations that could render them vulnerable to poor practice and/or allegations against them; and
- always be aware of the needs of young people and be vigilant for any possible signs of abuse.

Designated Safeguarding Leads

The Designated Safeguarding Lead (DSL) is the member of the school's Senior Leadership Team, who is responsible for the strategic leadership of safeguarding within that school. The DSL is the person to whom staff should pass their concerns and who will ensure a practical and efficient way of dealing with those concerns. The DSL will:

- ensure an open and efficient route for staff to bring concerns to them of any sort and to have their concerns taken seriously;
- ensure they are appropriately trained to carry out the role;
- support staff in ensuring they receive appropriate training;
- promote the procedural pathway within the school, so staff are aware of the way to report concerns;
- ensure the school procedures are followed and adhered to with regard to referring a child if there are concerns about possible abuse;
- offer clear advice and support to staff bringing concerns or needing help;
- consider whether concerns referred to him/her need to be referred to Children's Services Social Care;
- offer appropriate feedback as necessary as to the progress of the concern;
- maintain clear records of concerns about a child, even if there is no need to make an immediate referral and keep a record system to ensure consistency;
- discuss with the Principal any complex concerns;
- ensure that all such records are kept confidentially and securely and are separate from pupil records; Each school operates an online referral system called 'CPOMS';
- ensure those particular complex cases are referred without delay, and especially where it involves a child or young person subject to a child protection plan;

- follows the local safeguarding board's escalation policy where cases are not progressing in an acceptable manner; and
- gather, collate and analyse, as appropriate, all relevant information for purposes of quality assurance.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.

Deputy Designated Safeguarding Lead(s)

Each school within the Trust will appoint at least one Deputy Designated Safeguarding Lead who will formally provide cover and additional capacity for the DSL. Each Deputy DSL will be trained to the same level as the DSL. In the event of the long-term absence of the DSL, the Principal will identify a Deputy DSL to undertake the duties of the DSL listed above.

The School Principal

The Principal in each school is responsible for ensuring the Designated Safeguarding Lead is effective in their role of providing and accessing high quality services to safeguard and promote the welfare of children and young people accessing provision from their school, including:

- Ensuring that the procedures and policies adopted by the governing body are effectively followed by all staff;
- Allegations of abuse or concerns that a member of staff or adult working at the school may pose a risk of harm to children are notified to the Local Authority Designated Officer (LADO);
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline is also available (0800 0280285);
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care or the Police.
- Offer day to day support and guidance to the DSL as necessary;
- Oversee the promotion of safeguarding throughout the school, ensuring all staff are appropriately trained and aware of their responsibilities;

- Ensure cover is provided where necessary in the absence of the DSL;
- Offer supervision to the DSL in relation to their role and decisions made;
- Ensure that an appropriate member of teaching staff is designated as the person in charge of Looked After Children and receives relevant and up to date training;
- Encourage pupils and parents to inform the school of any concerns;
- Ensuring children know who to go to if they need support;
- Ensure all recruitment procedures follow safeguarding best practice based on advice from the Director of HR;
- Contribute, as appropriate, to quality assurance processes; and
- Ensure sufficient allocation of time is given to DSLs to undertake the role.

The School Senior Leadership Team

The School Senior Leadership Team will support the Principal to discharge the duties to safeguard children and young people.

The School Senior Leadership Team will:

- Promote the importance of safeguarding throughout the school;
- Oversee the effectiveness of safeguarding systems, especially procedures, and review and report any changes that are required;
- Support the work of the DSL to ensure an effective process for dealing with concerns; and
- Ensure that the school fulfils its statutory duty to co-operate with other agencies and that the chain of accountability is clear from front line to senior level.

The Trust

The Trust Safeguarding Team will provide strategic leadership within The de Ferrers Trust for all aspects of safeguarding children and young people.

The Trust Safeguarding Team will:

- Ensure that all training, policies and procedures are reviewed and updated in line with national and local requirements and appropriate changes disseminated to all schools;
- Ensure that there are systems in place to support the effective management of safeguarding, especially the role of the DSLs, training for all staff and supervision as appropriate;
- Ensure that there is available to the school Principal's someone who can offer appropriate external advice and support with safeguarding concerns especially when they are complex and/or relate to allegations against staff;
- Ensure Quality Assurance processes are in place and oversee the information they produce, to measure the progress and effectiveness of existing safeguarding frameworks; and
- Produce information to the Trust Board in relation to Safeguarding, in order to ensure that the Board can demonstrate that it is discharging its safeguarding obligations appropriately.
- The Trust now has a Mental Health Lead, Mark Hurst, based at The Pingle Academy who is leading on such advice and provision and also plays a key training role within the Trust as a Mental Health First Aid Trainer.

The Executive

The Chief Executive, as Accounting Officer, through line management, will provide appropriate challenge and support to the Trust Safeguarding Team to ensure the Trust and the school's it sponsors are taking all opportunities to safeguard and protect the children and young people who access their services.

13. Governance of Safeguarding

The de Ferrers Trust has appointed a Trustee to take leadership responsibility for the Trust's safeguarding arrangements.

The day to day leadership of safeguarding is delegated to the Trust Safeguarding Team, under the leadership of the Safeguarding Director, who will work with Principal's and DSLs to ensure that all statutory duties are fulfilled.

The Trust Safeguarding Team provides regular reports to the Trustee with responsibility for safeguarding and the Trust Board. These reports are annual and the content will cover the number and type of referrals made and the outcomes of those referrals and any concerning trends this may represent and what actions will be taken to address this.

The role of the Safeguarding Trustee is to provide appropriate challenge and support to the Executive and Trust Safeguarding Team, to ensure that they are satisfied that the Trust is fulfilling its safeguarding duties identified in the statutory guidance Keeping Children Safe in Education 2020.

Quality assurance to ensure that safeguarding practices and procedures are robust in supporting and safeguarding the children and young people who access services from the de Ferrers Trust.

The governing body of each school in accordance with the statutory guidance 'Keeping Children Safe in Education' September 2020, will ensure that;

- The school has this policy as well as their individual annex to this policy in place and that procedures and training which are effective and comply with the law at all times. The policy and annex will be made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. The same written assurances are gained from third party providers that the appropriate checks have taken place by them before any contractor/sub-contractor or agency staff are permitted on any school site. Furthermore, the Principal, nominated governors and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the 'Designated Safeguarding Lead') and there is always cover for this role with appropriate arrangements for before/after school and out of term activities.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding briefings etc. Updates and support are also provided by the Trust Director of Safeguarding and County Safeguarding Lead.
- The Principal and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training, which is regularly updated (at least every three years). New staff and volunteers who work with children are made aware of the schools' arrangements for child protection and their responsibilities (including this policy, the most current part one of Keeping Children Safe in Education, the student behaviour policy and how to respond if children go missing). All staff are provided with an induction within seven days of joining and part one of

Keeping Children Safe in Education is provided to all staff working directly with children and they are given time within training sessions to read this.

- The Trustee for Safeguarding, The individual school governor with responsibility for safeguarding (as appropriate) and the Director of Safeguarding deals with any allegations of abuse against the Principal in liaison with the local authority designated officer (LADO).
- Effective policies and procedures are in place and updated annually, including a 'code of conduct' for staff and volunteers. The schools within the Trust have regard to the 'Guidance for safer working practice for those who work with children in education settings' May 2019. Information is provided to the Local Authority through the annual safeguarding return.
- There is an individual member of the governing body who will champion issues to do with safeguarding children and child protection within each school, liaise with the Designated Safeguarding Lead and provide information and reports to the governing body.
- Each school contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children' 2018 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school /Trust provision or via a referral to an external support agency.

14.Escalation

Staff need to be aware of those times when concerns may look as though they are not progressing to an outcome or some form of action.

This may be indicated by:

- Difficulty in getting hold of a DSL;
- Staff not being satisfied about the decision of the DSL or Principal;
- Staff aware that a colleague has not passed on a concern;
- External agencies not accepting a referral from a school when it is felt one is needed;
- Staff not aware of what has happened to their concern because of a lack of feedback. It is important that staff do not close down a concern because they feel "stuck" or "they can't do anymore". It is important to escalate concerns to DSLs, Principal's, other senior staff or if necessary, to the Trust Safeguarding Team.

If there are concerns about the work of an external agency, please refer to the escalation policy published by the Local Safeguarding Board. The important principle is not to allow a concern to be “closed down” without it having received the necessary attention, assessment and resolution. If the options above have been explored fully and the concern still isn’t being handled effectively and therefore placing the child or young person at risk, it is important that you continue to escalate your concerns by contacting the Director of Safeguarding or the Chair of Trustees, or by contacting the NSPCC Whistleblowing Advice Line on 0800 028 0285.

15.Managing Allegations against Adults Working within the Trust

The Trust takes very seriously allegations against members of staff and acknowledges that if concerns are not addressed as early as possible they can create unsafe working environments and leave staff and children increasingly vulnerable.

The Trust has a ‘Managing Allegations against Adults Working within the Trust’ Policy, which should be followed in all cases where concerns are identified in relation to an adult working within the Trust, regarding conduct which affects/could affect pupils’ welfare or may result in a potential safeguarding issue.

Concerns about colleagues in the context of pupil welfare and safeguarding may arise in a number of ways:

- Poor attitude or practice that potentially impacts on the general well-being of children that need addressing;
- Aspects of poor practice witnessed by others;
- Staff speaking against the ethos of the school or Trust;
- Non-compliance with Trust’s policies and procedures relating to safeguarding.

More specifically, allegations may be made against an adult working within the Trust by a child or colleague in relation to abuse.

All of the above will be seen as reportable matters and discussions must take place without delay with the Principal.

However, certain allegations in relation to staff have to be reported by the Principal to the Local Authority Designated Officer (LADO), who is the statutory lead for dealing with and advising about such issues, specifically where a member of staff has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or

- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Internal decisions in such cases should not be finalised without the advice of the LADO.

The LADO for Derby and Derbyshire is Miles Dent
miles.dent@derbyshire.gov.uk
 01629 531940

The LADO for Staffordshire has a duty team contactable on:
 0800 1313126
 Emergency contact 0845 6042886

The reasons why staff may not wish to report their colleagues have to be understood. It would not be unusual for people to know and believe that practice is not acceptable but feel unable to respond because of the fear:

- They might have the concerns wrong;
- For their own job and prospects if they report another colleague;
- Of isolation by other staff;
- About what might happen to the member of staff in the long term.

It is particularly difficult if staff members are also close friends and/or partners in a relationship. It must be recognised that the child's welfare remains paramount at all times and staff must not lose sight of the impact on others of being on the receiving end of unacceptable and sometimes illegal behaviour.

Issues about attitude and poor practice may be dealt with internally and as part of the member of staff's development and competency. However, if such concerns are persistent and any plan with that member of staff has not affected change, advice should be sought from the LADO and appropriate action taken.

Allegations against any Principal in the Trust should be directed to either of the following:

Mrs K Priestnall, Director of Safeguarding for the Trust
kpriestnall@deferrerstrust.com 01283 247776

Mrs Claire Shaw, Chair of the Trust Board
cshaw@deferrerstrust.com

Additionally an individual can also address this with the Chair of the local safeguarding board or safeguarding governor for the individual school, these contact details will be on the individual safeguarding annex's which can be found on each school website and are also a linked document at the end of this policy.

Where there is a concern or an allegation against a supply teacher, the individual school will now take a lead role in the investigation working together with the supply agency.

All staff are aware of the NSPCC whistle blowing helpline should they feel concerned about the safeguarding practice in any of the Trust schools. Staff can call 0800 0280285.

16. Recruitment and selection of staff

All the schools within the Trust have a safer recruitment process which follows the statutory guidance laid down in 'Keeping Children Safe in Education, Part 3, Safer Recruitment'.

Each school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection/ inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

Each school has an open safeguarding ethos regularly addressing safeguarding responsibilities during meetings and fostering an ongoing culture of vigilance and 'it could happen here'. All new staff and volunteers receive a safeguarding induction and a copy of the code of conduct.

In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher/manager/leader or governor) who has undertaken safer recruitment training.

APPENDIX 1

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	

A. General

- 1) The Derby and Derbyshire Safeguarding Children Partnership (ddscp.org.uk) and the Stoke on Trent and Staffordshire Local Safeguarding Children Board (staffsscb.org.uk) contain the inter-agency processes, protocols and expectations for safeguarding children. The Designated Safeguarding Leads are expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response (Starting Point in Derbyshire) Children’s Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can act in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) A record, dated (including the day and time) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially. All schools within the Trust have an online secure system called CPOMS and all concerns are logged on this system which then flags up to the Safeguarding Leads to act upon this information. Staff who have serious concerns about a child’s welfare should also seek the DSL or DDSL in person and talk them through their concern. The concerns remain on CPOMS and are updated by the DSL/DDSL who manages the case.

Social care referral telephone numbers for Staffordshire: 0800 1313126 and Derbyshire 01629 533190

- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents/carers and relevant parties to help to alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and requires assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases, the parents/carers knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at

risk and/or undermine Police enquiries and in individual cases, advice from Children's Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and listened to and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible make a dated (including the day), timed and signed record of what has been disclosed or noticed, said or done and report to the DSL or DDSL in the school. All staff will be aware upon induction of who the DSL and DDSLs are and where they can be found.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Principal must be informed.
- 4) If the allegation is about the Principal, the information should be passed to the Director of Safeguarding, the Chair of the Trustees or the Local Authority Designated Officer (LADO).

Staffordshire LADO is 0800 1313126
Derbyshire LADO 01629 531940

- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

- 1) Begin an individual case file for each child involved, which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer). Include a chronology of case activity.
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professional's consultation line/ Starting Point.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty/Starting Point should be contacted by phone. Written confirmation where requested should be made within 24 hours on the online Agency Referral Form to Children's Social Care. All other referrals should be made using the online forms Derby and Derbyshire; www.derbyshire.gov.uk/startingpoint or Stoke on Trent and Staffordshire; www.staffordshire.gov.uk/Care-for-children-and-families/childprotection/First-Response.aspx

Derbyshire first response (known as Starting Point) 01629 533190
Staffordshire first response 0800 1313126

- 5) If it appears that urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents/carers must be informed that the child has been taken to hospital.
- 6) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response/Starting Point Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If, in these circumstances, a parent/carer arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING THE SCHOOL PRINCIPAL) AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

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

The harm test: A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm. It is something a person may do to cause harm or pose a risk of harm to a child or vulnerable adult.

Relevant documents:

- DfE 'Keeping Children Safe In Education: Statutory guidance for schools and colleges' September 2020 (Part 4: Allegations of abuse made against teachers and other staff, including supply teachers and volunteers)

1) Individual Staff/Volunteers/Other Adults who receive the allegation:

Write a dated and timed note of what has been disclosed or noticed, said or done.

Report immediately to the Principal.

Pass on the written record.

If the allegation concerns the conduct of the Principal, report immediately to the Director of Safeguarding, local governor for safeguarding (where appropriate), and/or Chair of Trustees. Pass on the written record. (If there is difficulty reporting to the Director of Safeguarding or Chair of Trustees, contact the Allegations Manager (LADO), as soon as possible. Derby and Derbyshire LADO Miles Dent 01629 531940 miles.dent@derbyshire.gov.uk Staffordshire LADO 0800 1313126 Out of hours 0845 6042886

Principal or Director of Safeguarding or Chair of Trustees

If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.

Contact the Director of Safeguarding for the Trust, Kate Priestnall on kpriestnall@deferrerstrust.com or 01283 247776 or the Chair of the Board of Trustees Claire Shaw on cshaw@deferrerstrust.com who will advise and take next steps including notifying the LADO where appropriate.

If you are unable to contact the above notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day. Staffordshire LADO 0800 1313126 Derbyshire 01629 531940

You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.

Report to First Response/Starting Point Children's Duty if the Allegations Manager (LADO) so advises, or if circumstances require a referral concerning a child.

Ongoing involvement in cases:

- Liaison with the Allegations Manager (LADO)
- Take advice from the Trust HR Director
- Co-operation with the investigating agency's enquiries as appropriate.
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
- Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

APPENDIX 3

Safeguarding pupils who are vulnerable to extremism and radicalisation

Our schools recognise the duties placed on them by the Counter Terrorism Bill (July 2015), to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 4)
- Working in partnership with relevant agencies under the Local Children's Service Board procedures
- Appropriate staff training
- Appropriate online filtering

Our schools are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. All staff undergo Prevent Duty training upon commencement of their employment and this is refreshed regularly. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Our schools seek to protect children and young people against the messages of all violent extremism, including, but not restricted to, those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Single Point of Contact (SPOC) (usually a Designated Safeguarding Lead or Principal) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

APPENDIX 4 (to be completed by each school within the Trust and included on their Annex)

Radicalisation and Extremism Risk Assessment

School.....

	Yes/No	Evidence
Does the school have a policy?		
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?		
Have staff received appropriate training?		
Has the school got a trained Prevent lead?		
Do staff know who to discuss concerns with? (Single point of contact - SPOC)		
Is suitable filtering of the internet in place?		
Do children know who to talk to about their concerns?		
Are there opportunities for children to learn about radicalisation and extremism?		
Have any cases been reported?		
Are individual pupils risk assessed?		
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		
Comment on the school's community, locality and relevant history		
Risk evaluation	Low Medium High	Way Forward

APPENDIX 5

Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM.

The school's response to FGM will take into account the government guidance, 'Multi-agency statutory guidance on female genital mutilation' April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent, there are a number of emergency measures that can be taken, including police protection, an FGM protection order and an Emergency Protection Order.

FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.

FGM typically takes place between birth and 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- Low level integration into UK society
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PHSE
- Visiting female elder from the county of origin
- Being taken on a long holiday to the county of origin
- Talk about a 'special' procedure to become a woman

APPENDIX 6

Indicators of abuse and neglect

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or 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: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although 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, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: 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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); 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. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse and neglect and SEN

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. At The de Ferrers Trust, the safeguarding training delivered to staff reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Special assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being proportionally impacted by behaviours such as bullying, without outwardly showing any signs.

Appendix 7

List of schools within the Trust and links to their safeguarding annex

The de Ferrers Academy	www.deferrers.com 01283 247750 (Dove & Trent reception) 01283 372500 (6 th Form) office@deferrers.com
Horninglow Primary School	www.horninglowacademy.com 01283 247618 Office.horninglow@deferrers.com
Lansdowne Infants School	www.lansdowneacademy.com 01283 247920 Office.lansdowne@deferrers.com
Eton Park Junior School	www.etonparkacademy.com 01283 247910 Office.etonpark@deferrers.com
The Pingle Academy	www.pingleacademy.com 01283 216837 Office.pingle@deferrerstrust.com
Granville Academy	www.granvilleacademy.co.uk 01283 216765 Office.granville@deferrerstrust.com
Richard Wakefield Primary School	www.richardwakefieldschool.com 01283 247535 Office.richardwakefield@deferrerstrust.com