

Policy: Safeguarding and Child Protection

Reviewed: July 2026

Next review: July 2027

Mid-year updates:

Policy Monitoring

Libra Policies are reviewed when the need arises in line with legislation updates, guidance, and useful information we receive to improve and enhance our provision. Additionally, Policies are updated annually by relevant members of staff and the Senior Leadership Team.

Foreword

Libra staff receive mandatory Policies and documentation during the recruitment procedures, followed up during the induction process and complimented within our supervision and training sessions throughout their employment. Additionally, staff are asked to sign off specific policies (55 in total) which we deem to be essential for their understanding and knowledge of working with children, complying with DfE 'Keeping Children Safe in Education' (KCSIE), company ethics and procedures - not only during their first year but for some documents, annually. Knowledge is verified via Online Training modules as well as through topical surveys eg KCSIE Part 5. Because of this, it is imperative that our content and detail is clear and uncluttered so that key information is easily identified, understood and responsibilities clearly set out for them to follow, without burden.

We therefore re-structured our policies and procedures for 2023/24 into a more manageable process for the whole Libra community to ensure the information projected is more precise, accurately tailored to our ethos, methods and approach. We aim for the only duplication within these documents to be the layout, formatting and this page of text without the need to repeat generic statements over and over again. This will also aid our vision to reduce paperwork/printing generally.

Equality Act 2010

We believe that this policy is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any child or member of staff, and it helps to promote equality at this school.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth. We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Libra's Safeguarding Supporting Documentation

This policy statement should be read alongside our organisational policies, protocols, guidance, and other related documents:

- **Staff Safeguarding Handbook:** Recognising and Responding to Abuse / Safeguarding Procedures / Role Description for the Designated Safeguarding Officer / Dealing with Disclosures and Concerns about a Child or Young Person / Flowchart for Reporting Concerns at the foot of this policy document / Recording Concerns and Information Sharing
- Safer recruitment
- Disclosure and Barring Checks Policy
- Managing Allegations and Safeguarding Concerns against Staff, Volunteers, Contractors or Children Policy
- Extremism, Radicalisation incorporating 'Prevent Duty' Policy
- FGM
- CSE and CCE Policy and Procedures
- Staff and visitor behaviour code of conduct

- Photographic and Video Images (Use of) Policy
- Whistleblowing
- Managing bullying behaviour
- Supervision of children including children missing without authority
- Complaints
- Health and safety
- Risk management
- Data Protection and the GDPR Policy

See Appendix 1 for the Flowchart for Reporting Concerns at the foot of this policy document

Key Staff and contact details:

Safeguarding Contacts	School	Email
Designated Safeguarding Lead - (and person to contact if a concern is about the Principal) Brigitte Dane	01598 740044	brigitte@libraschool.co.uk
Deputy Designated Safeguarding Lead (and person to contact if a concern is about the Directors) - Abigail Morgan	01598 740044	abigailmorgan@libraschool.co.uk
Nominated Director for Safeguarding - Joan Wilkes	01598 740044	joanwilkes@libraschool.co.uk
Assistant Deputy DSL(s)* and Designated Teacher for Looked After Children: Alice Dorman	01598 740044	alicedorman@libraschool.co.uk
Nicola Newman Deputy Designated Safeguarding Lead	01598 740044	Nicolanewman@libraschool.co.uk
Devon Front Door	0345 155 1071	
Somerset Direct	0300 123 2224	
Cornwall Multi Agency Referral Unit	0300 1231 116	
Police and Emergency Services	999	
NSPCC Whistle-blowing Helpline	0800 028 0285	n/a

**Any changes to key personnel/holiday/emergency contacts will be shared with the appropriate agencies and LA safeguarding boards/hubs*

Introduction

The Libra School recognise our moral and statutory responsibility to safeguard and promote the welfare of our children and all staff including the Proprietors share this commitment. We recognise that all children, regardless of age, disability, SEND, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse. We strive to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice. We know and listen to our children and take seriously what they tell us, children are aware of the adults they can talk to if they have a concern. When there are concerns for a child's welfare, we will share information if it is appropriate to do so and work in partnership with other agencies. We will ensure concerns are discussed with parents/carers first unless we have reason to believe that by doing so would be contrary to the child's welfare. This Child Protection and Safeguarding policy underpins and guides our safeguarding procedures and protocols which are contained within a staff handbook.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment,
- preventing impairment of children's mental and physical health or development,
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and,
- acting to enable all children to have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity. A child includes everyone under the age of 18 or 25 if a care leaver. Parents refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, adoptive parents and local authority corporate parents.

Aims and objectives:

- to protect children who receive Libra services from harm.
- to provide staff and volunteers if applicable, as well as children and their families, with the overarching principles that guide our approach to child protection.
- raise the awareness of all staff of this policy and all connected policies and procedures.

This policy and all connected policies and procedures aim to:

- provide all staff with guidance on the procedures they should adopt if they suspect a child may be experiencing, or be at risk of experiencing, harm. Including (by DSL/DDSL) consideration to the use of appropriate assessments, resources, and agency support in conjunction with the staff safeguarding handbook
- provide an environment in which children feel safe, secure, valued, and respected, and that they will be listened to should they make a disclosure.
- raise awareness that abuse can be both familial and/or contextual; and abusers can be both adult/s to child/ren or child/ren to child/ren.
- demonstrate the school's commitment regarding safeguarding and child protection to children, parents and other partners.
- provide a systematic means of monitoring children known or thought to be at risk of harm.
- to emphasise the need for high levels of communication between staff and the designated safeguarding leads internally and with external agencies and partners, including our contribution to assessments, referrals, and support plans.
- to develop and promote effective working relationships with other partnership agencies, particularly Children's Social Care, Police and Health.
- ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is kept for audit.
- provide clarity and expectations on professional behaviours and code of conduct including lone working requirements.
- include regular consultation with children, parents, and staff, gathering their voices.

Blackford Education (Schools) Limited



This policy applies to anyone working on behalf of Libra including senior managers and the Proprietors, paid staff, consultant staff, volunteers, children, and their families.

We believe that children should never experience abuse of any kind and that we have a responsibility to promote the welfare of all children, to keep them safe and to practise in a way that protects them. We recognise that:

- welfare of children is paramount in all the work we do and in all the
- decisions we take.
- working in partnership with children, their parents, carers and
- other agencies are essential in promoting children's welfare.
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse.
- some children are additionally vulnerable because of the impact of previous
- experiences, their level of dependency, communication needs or other issues.
- extra safeguards may be needed to keep children who are additionally vulnerable safe from abuse.

We will seek to keep children safe by:

- valuing, listening to and respecting them.
- appointing a nominated safeguarding and child protection lead for children and a deputy.
- adopting child protection and safeguarding best practice through our policies, procedures, and code of conduct for staff.
- developing and implementing an effective online safety policy and related procedures.
- providing effective management for staff and volunteers through supervision, support, training, and quality assurance measures so that all staff and stakeholders know about and follow our policies, procedures and behaviour codes confidently and competently.
- recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.
- recording and storing and using information professionally and securely, in line with data protection legislation and guidance [more information about this is available from the Information Commissioner's Office: ico.org.uk/for-organisations].
- sharing information about safeguarding and good practice with children and their families via leaflets, posters, group work and one-to-one discussions.
- making sure that children, young people and their families know where to go for help if they have a concern.
- using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, parents, families, and carers appropriately.
- using our procedures to manage any allegations against staff and volunteers appropriately.
- creating and maintaining an anti-bullying environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying that does arise.
- ensuring that we have effective complaints and whistleblowing measures in place.
- ensuring that we provide a safe physical environment for our children, staff by applying health and safety measures in accordance with the law and regulatory guidance.
- building a safeguarding culture where staff, children, and their families, treat each other with respect and are comfortable about sharing concerns.

Safeguarding Roles and Responsibilities

We follow the statutory guidance as set out in the latest Keeping Children Safe in Education (and associated documents and guidance), adhering to the roles, responsibilities and expectations identified for:

- Proprietors
- The Principal
- The Designated Safeguarding Lead (DSL)
- The Deputy Designated Safeguarding Lead/s
- Head Teacher and Deputy Head Teacher
- Staff

Proprietors:

All proprietors understand and fulfil their responsibilities, namely, to ensure that there is a Child Protection and Safeguarding policy together with a Staff and Visitors Code of Conduct. Roles and Responsibilities will include:

- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with statutory requirements, are reviewed annually and that the Child Protection and Safeguarding policy is publicly available on the school website or by other means.
- Ensures that all staff including temporary staff and volunteers are provided with the school's Child Protection and Safeguarding policy and staff Code of Conduct.
- All staff have read Keeping Children Safe in Education Part 1* and Annex B and those mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance. (* or Annex A if not working directly with children)
- The school operates a safer recruitment procedure that includes statutory checks on staff, disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- The school has procedures for dealing with allegations of abuse against staff (including the principal and Head Teacher), supply staff, volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- A Proprietor is nominated to liaise with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against the Head Teacher.
- A member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Proprietor who will take lead responsibility.
- On appointment, the DSL and deputy(ies) undertake appropriate Level 3 identified training offered by the Local Authority or other provider every two years.
- All other staff have safeguarding training updated as appropriate; but at least annually.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues to meet their needs including children who have recognised vulnerabilities.
- Appropriate safeguarding responses are in place for children who go missing from education.
- Appropriate online filtering and monitoring systems are in place.
- Any weaknesses in Child Protection are remedied immediately.

The Principal:

The Principal will support the Proprietor, Head Teacher/Designated Safeguarding Lead, Deputies, Staff, and the whole Libra community to fulfil their roles and responsibilities. Roles and responsibilities will include:

- Ensuring the Child Protection and Safeguarding policy and procedures are implemented and followed by all staff.
- Enabling sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively,
- Supporting and promoting a safeguarding culture and ethos in school so that child/ren's wishes and feelings are considered when determining what action to take and what services to provide.
- Ensuring systems are in place for children to express their views and give feedback.
- Following the whistleblowing policy and procedures if an allegation is made against a member of staff supply staff or volunteer all staff, including liaising with the Local Authority Designated Officer (LADO) and referring anyone who has harmed or may pose a risk to a child to the Disclosure and Barring Service.
- That children are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.

The Designated Safeguarding Lead (DSL):

The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. Roles and responsibilities will include:

- Availability – being available during school hours.
- Manage referrals – to e.g. Children's Social Care, Channel programme, Disclosure and Barring service, the Police.
- Working with others – e.g. a point of contact with safeguarding partners, a source of support and advice for staff, to promote supportive engagement with parents and/or carers and the SMT.

- Information sharing and managing the child protection files.
- Raising Safeguarding and Child Protection Awareness
- Updating training, knowledge and skills required to carry out the role of DSL.
- Providing support to staff.
- Holding and sharing information.
- Overseeing and acting upon filtering and monitoring reports and checks to these systems.

The Deputy Designated Safeguarding Lead/s (DDSL):

Is/are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume the functions above.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

The Head Teacher:

The Head Teacher will:

- ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE that will equip the children with the necessary skills and awareness to stay safe from abuse.
- ensure by monitoring that children understand risk, become more resilient, and know where to go for help and support not only in school but also in the local community.
- provide strategic leadership and direction.
- provide a curriculum that provides children with the essential knowledge they need to be educated citizens in democratic Britain.
- coordinate several working parties to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in children's learning and teaching experiences and opportunities throughout the school.
- provide an environment that is fun, stimulating and challenging to all children.
- promote an awareness of and respect for a diversity of cultures, values, beliefs, and abilities.
- equip children with a range of skills and a desire for lifelong learning.
- ensure appropriate coverage of the curriculum.
- provide support and advice.
- monitor child progress.
- ensure sufficient and up to date resources are in place.

Staff, Volunteers, Contractors:

Staff, Volunteers, Contractors will:

Roles and responsibilities will include:

- maintaining an attitude of 'it could happen here' where safeguarding is concerned.
- identifying concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
- to provide a safe environment in which children can learn.
- knowing what to do if a child tells them they are being abused, exploited, or neglected.
- being able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- recognising the barriers for children when wanting to make a disclosure (verbal or non-verbal)
- identifying children who may benefit from early help, (providing support as soon as a problem emerges) and the part they play in these support plans.
- raising any concerns for a child following the schools safeguarding policies and procedures
- being aware of local authority referral processes and supporting social workers and other agencies following any referral.
- adhering to Teachers' Standards 2012 - that teacher (which includes Head Teachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Being aware of systems within school which support safeguarding e.g. Safeguarding Policy, Relational policy, Staff and Visitors Code of Conduct, CME, E Safety including online filtering and monitoring.

- Attending regular safeguarding and child protection training.
- Recognising that children missing, or absent education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

Confidentiality and sharing information

- Our school recognises that to effectively meet a child's needs, safeguard their welfare, and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies to safeguard children and that the Data Protection Act 2018 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential, and the Head Teacher or DSLs will only disclose information about a child to other members of staff on a need-to-know basis.
- We will always undertake to share our intention to refer a child to the Local Authority Safeguarding Hub with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will contact the Local Authority Safeguarding Hub consultation line.

In line with KCSiE all children's safeguarding files will be kept confidential and stored securely. Safeguarding files will be kept separate from children's schools' files.

Recognising and Responding to Safeguarding Concerns

Within the staff safeguarding handbook is very detailed information regarding how staff recognise and respond to safeguarding concerns.

Recognising: Any child, in any family, in any school, could become a victim of abuse. Staff should always maintain an attitude of **"It could happen here"**. We also recognise that abuse, neglect, and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another. Responding:

- Following an initial conversation with the child, if the member of staff remains concerned, they should discuss their concerns with the DSL and put them onto CPOMS, see The Libra School Reporting Concerns Flowchart. Records should include:
 - a clear and comprehensive summary of the concern.
 - details of how the concern was followed up and resolved.
 - a note of any action taken, decisions reached and the outcome.
- If the child does begin to reveal that they are being harmed, staff should follow the advice in The Libra School reporting concerns flowchart.
- All concerns however small must be recorded and shared with the DSL as this information could provide the 'missing' piece of the bigger picture of the lived experience for the child.

Monitoring and evidence

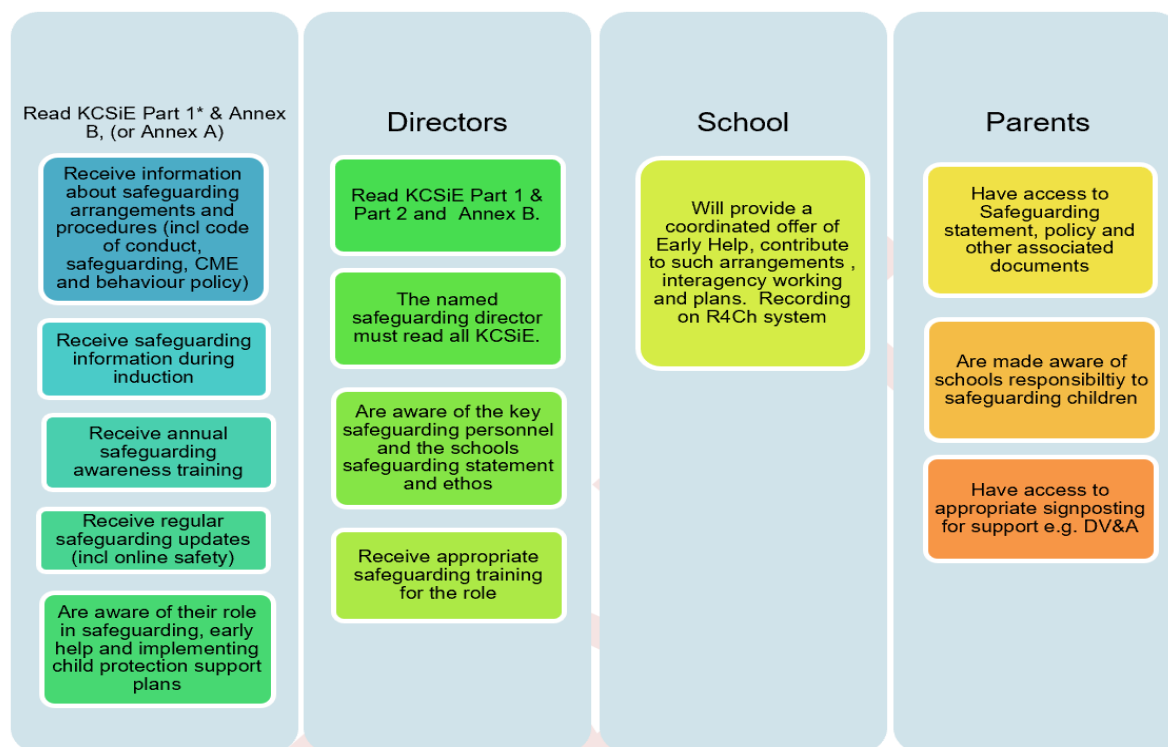
To evidence that our safeguarding and child protection policy and procedures are delivered effectively to keep children safe, we have in place:

- This policy which sets out intention
- Staff safeguarding handbook which contains clear procedures to use if staff are concerned about a child or there is an allegation about a member of staff.
- Safeguarding records on CPOMS.
- Safeguarding outcomes register this document was where we recorded outcomes from referrals for children and allegations against staff.
- Safer recruitment records including personnel files and recruitment procedures.
- Single Central Register.
- Staff training records (Training Tracker).
- External Safeguarding Audit with Devon Local Authority annually.

- 360-degree Safe internal Audit – ongoing and completed by DSL and Deputies.
- Minutes from weekly safeguarding triage meetings between the Principal, and DSL are added as actions on CPOMS under a specific auditable category
- SMT meeting minutes
- Libra Council minutes
- Connected policies.
- PSHE RSE curriculums = needs reference to keeping themselves safe

Staff training and supervision

We will ensure that staff, Proprietors, school, and parents:



Supporting staff

- Staff have access to a comprehensive safeguarding handbook of procedures and information.
- Staff can access supervision at any time around scheduled supervisions.
- We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We support staff by providing an opportunity to talk through anxieties and concerns with the Designated Safeguarding Lead, and to seek further support where necessary. This could be provided by, for example, the Principal, by occupational health and/or a teacher/trade union representative as appropriate.
- We understand that staff should have access to advice on the boundaries of appropriate behaviour. The booklet "Guidance for Safer Working Practice for Adults who work with Children and Young People" provides advice on this and the circumstances which should be avoided, to minimise complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook.
- We recognise that designated staff should have access to support and appropriate workshops and courses.
- We are aware of the need for our safeguarding leads to be able to debrief about referrals, conferences, or meetings with either the Proprietors or the principal to relieve pressure from what can be an overwhelming and concerning role; these discussions are confidential.
- Safeguarding is discussed at every staff supervision including managers to ensure that all staff have an opportunity to raise any issues and concerns and to provide opportunities for general discussion around safeguarding to promote continuous awareness.

Multi Agency Working

Libra will contribute pro-actively and positively to multi agency working in line with statutory guidance (Working Together to Safeguard Children). Libra are aware of the new safeguarding partner arrangements that came into effect in September 2019.

New Safeguarding Partners and Child Death review partner arrangements include three local Safeguarding partners:

- The Local Authority;
- A Clinical Commissioning Group for an area within the Local Authority;
- The Chief Officer of Police for a police area (any part of which falls) within the local authority area.

NSPCC's [When to Call the Police](#) guidance is followed by Libra staff

The above will plan to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. The three Safeguarding Partners will plan to allow us to be fully engaged, involved and included in the new safeguarding arrangements. It is expected that we will be a 'relevant agency' who will be able to reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way. If named as a 'relevant agency' Libra will adhere to the statutory duty to co-operate with the published arrangements. Libra will ensure the Proprietors and especially DSL staff are aware of and follow these local arrangements. Libra acknowledges the need to ensure we have a shared and equal duty to work together to promote all safeguarding arrangements.

We will work with Social Care, the Police, Health Services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified. We will contribute to inter-agency plans to provide additional support to children subject to child protection plans. We will allow access for children's social care from the host local authority and, where appropriate from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or section 47 assessment.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

Allegations against staff/Libra community:

Allegations against staff are managed in line with the Allegations Against Staff Policy and according to KCSiE Part 4 guidelines:

1. All employees and volunteers must record in writing, any concerns they have about the practice or behaviour of a member of staff and share it with the principal or Head Teacher (or equivalent senior member of staff).
2. The principal or Head Teacher will make an assessment to determine if the matter is a 'low level concern' or an 'allegation' (this means that the concern may meet the harm threshold).
3. The Local Authority Designated Officer (LADO) will be contacted for all 'allegations' and the relevant guidance will be followed. If the principal/Head Teacher needs advice or guidance they should contact the LADO. If the allegation is against the principal or Head Teacher, the person receiving the allegation will contact the LADO or proprietor directly.
4. Where concerns are considered to be 'low level' by the principal/Head Teacher, they should be managed in-line with part 4 of KCSiE and the wider school policies and procedures. The Designated Safeguarding Lead may be involved in this process.
5. If the concern relates to the principal or Head Teacher, the person receiving the information will immediately inform the proprietor who will consult the LADO as above, without notifying the principal/Head Teacher first.
6. In the event of an allegation against the principal or Head Teacher, the decision to suspend will be made by the proprietor with advice from the LADO.

Domestic Abuse and Operation Encompass

Since April 2020, the charity 'Operation Encompass' has provided a Teachers' Helpline. The Helpline is for any staff who have concerns about how to support a child who is experiencing domestic abuse and would value immediate advice and guidance. Any staff member can call the Teachers' Helpline between 8am and 11am. The phone line is funded by the Home Office and is supported by the Department for Education. The contact information for this service has changed recently, so please see below.

Supporting children and young people as victims of Domestic Abuse

- The helpline is available from 8.00am - 11.00am, Monday to Friday
- The helpline number is: **0204 513 9990** calls are charged at local rates.

We are aware that domestic abuse is one of the most common adult issues that can have a serious impact on children's health, safety, wellbeing, and educational achievement. It can also affect their ability to enjoy happy, respectful relationships in the future. Domestic abuse is never the fault of the child.

We believe domestic abuse can encompass a wide range of behaviors and maybe a single incident or pattern of incidents. As such, this can be controlled, coercive, threatening, degrading and violent behaviour, including sexual violence and economic abuse. It is not just physical violence and in most cases by a partner or ex-partner, but also by a family member or carer. It is very common. In the vast majority of cases, it is experienced by women and is perpetrated by men.'

Domestic abuse can include, but is not limited to, the following:

- Coercive control
- Psychological and/or emotional abuse
- Physical or sexual abuse
- Financial abuse
- Harassment and stalking
- Online or digital abuse

We understand that domestic abuse is often linked with substance misuse and mental ill health. It can happen when people live together or in different accommodations. When it does happen, children can be affected by what they see, hear and experience. They can also be hurt or bullied themselves as part of domestic abuse (an example of this is teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

We are committed to safeguarding and promoting the welfare of all children and we work hard to ensure that all staff and volunteers are trained to look out for the following signs that children may have witnessed domestic abuse:

- aggressive behaviour;
- anti-social behaviour;
- depression or anxiety; or
- They are not doing as well at school as they should.

National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>
- Refuge what is domestic violence/effects of domestic violence on children <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>
- SafeLives: young people and domestic abuse <https://safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

In January 2021 we became members of The **Employers Initiative on Domestic Abuse** (EIDA) who are a growing network of businesses, large and small, whose mission is to enable employers to take action on domestic abuse by raising awareness, supporting those facing domestic abuse and by providing access to services which aim to help perpetrators stop. Since becoming a member, they have provided lots of useful information and advice. They reviewed this policy and confirmed: 'It's very comprehensive and it looks great.' Dawn Grant's email of 29 January 2021 to Julie Farr refers.

Libra has its own Domestic Abuse Awareness Handbook which is updated regularly from EIDA network events and information as well as from NSPCC weekly updates.

We wish to offer the best support possible to all our pupils and therefore we work in close association with Operation Encompass (a Police and Education early intervention safeguarding partnership) which supports children and young people exposed to domestic abuse.

We wish to offer the best support possible to all our pupils and therefore we work in close association with Operation Encompass (a Police and Education early intervention safeguarding partnership) which:

- operates in all police forces across England;
- supports children and young people exposed to domestic abuse;
- Helps police and schools work together to provide emotional and practical help to children.

Role of Operation Encompass

Operation Encompass will:

- support children and young people exposed to domestic abuse;
- ensure that members of the senior leadership team known as Key Adults are trained to allow them to liaise with the police and to use the information shared in confidence;
- ensure that the school can make provision for possible difficulties experienced by children, or their families, who have been involved in, or exposed to, a domestic abuse incident;
- inform the nominated Key Adults in the school prior to the start of the school day of any pupil who has been exposed to, or involved in, any domestic abuse incident the night before or over the weekend and will provide the following information:
 - ☐ The name of the child
 - ☐ The police reference number
 - ☐ The time and date of the incident
 - ☐ The circumstances surrounding the event
 - ☐ Any other information so that the school can provide the relevant early intervention support

We are aware that Operation Encompass does not replace statutory safeguarding procedures and where appropriate, the police and/or the school will make a referral to children's social welfare if there is a concern about a child's welfare.

Early Help

DEVON contacts

Front Door main number: 0345 155 1071

Front Door Consultation Line: 01392 388 428

Early Help information and downloads: [Early Help – Devon Safeguarding Children Partnership \(devonscp.org.uk\)](http://devonscp.org.uk)

Alternatively you can find out more from Devon's four Locality Early Help Officers:

North Devon: Earlyhelpnorthsecure-mailbox@devon.gov.uk

Exeter: Earlyhelpexetersecure-mailbox@devon.gov.uk

Mid & East: Earlyhelpmideastsecure-mailbox@devon.gov.uk

South Devon: Earlyhelpsouthsecure-mailbox@devon.gov.uk

If you are concerned that a child is being abused, please call: 0345 155 1071 or email mashsecure@devon.gov.uk or in an emergency, ring: 999

Practitioner forums are held across the county, for practitioners from all organizations to attend, to seek support and advice about their work, listen to speakers from different organizations and join in themed sessions around specific topics ie mental health, domestic violence. Dates/venues can be found at: www.devon.safeguardingchildren.org/workers-volunteers/early-help

Local Alliance meetings are held in four areas (North, South, East/Mid and Exeter) on a monthly basis. These are aimed at managers (or similar positions) who can champion Early Help, ensure change is embedded within their organization and participate in discussions about local issues. Dates/venues can be found at: www.devon.safeguardingchildren.org/workers-volunteers/early-help

www.new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer

Pinpoint is an online search tool that can be used to find up to date and accurate information about thousands of community services and groups available in Devon: www.pinpointdevon.co.uk

Right for Children is an IT system that enables practitioners from a range of agencies to input and share information about the families they are working with, with the families consent. Training is not necessary, but awareness sessions are being held for practitioners to gain further information. Dates/venues of sessions and further information can be found at: www.devon.safeguardingchildren.org/workers-volunteers/early-help

Any questions about the Right for Children IT System can be sent to: rightforchildren@devon.gov.uk

SOMERSET contacts

Early Help Advice Hub: 01823 355803

To request support from Somerset's Services in terms of Early Help refer to:

<http://professionalchoices.org.uk/children-young-peoples-services/>

www.somerset.gov.uk/SSCBThresholds

<http://sscb.safeguardingsomerset.org.uk/effectivesupport-documents/>

If at any point you believe a child is suffering or is at risk of suffering significant harm you should ring Somerset Direct **0300 123 2224**

We understand early help 'means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years'. Once a problem has been identified school staff must discuss early help requirements with the designated safeguarding lead as it is very important for children to receive the right help at the right time in order to address risks and to prevent issues escalating to the point where a child may be at a risk of harm.

We have the responsibility to provide early help in the most complex of circumstances as well as the simplest. We respond promptly if a child is at immediate risk of harm just as we respond to a need which only requires advice or guidance.

We work in close association with external agencies as soon as a problem emerges or a need is identified in order to ensure the child gets the right response, and the right services, from the right people at the right time.

However, we believe that by meeting a child's need early we will help prevent or reduce the need for more specialist interventions later unless their involvement is the correct response to meet the need and resolve the problem.

Role of the Early Help Co-Ordinator and team

The Early Help Co-Ordinator and team will ensure staff:

- have undertaken induction safeguarding and child protection training;
- receive regular safeguarding and child protection refresher training;
- are familiar with:
 - ☐ the Safeguarding and Child Protection policy;
 - ☐ the Staff Behaviour policy;
 - ☐ the role of the designated safeguarding lead.
- are aware of their role in the early help process by:
 - ☐ identifying emerging problems for children and their families that may require early help by being aware of the following indicators:

▪ adult mental health	▪ isolation
▪ bereavement	▪ low income / poverty
▪ breakdown in community relationships	▪ malnourished
▪ breakdown in family relations	▪ obesity
▪ changes in behaviour	▪ poor attendance and punctuality
▪ child mental health	▪ poor awareness of danger and keeping safe
▪ cleanliness and hygiene concerns	▪ poor diet
▪ disability of an adult	▪ poor integration into the community
▪ disability of a child	▪ poor online safety awareness
▪ displays of sexualised behaviour	▪ poor transport arrangements to and from school
▪ domestic abuse	▪ poor parenting skills
▪ extremist views	▪ special educational needs
▪ frequently moving house or school	▪ substance / alcohol abuse
	▪ young carer

- ☐ reporting to and liaising with the appropriate Early Help Team and the Directors to agree a course of action such as:
 - universal support involving continued support for all children and families;
 - community support involving extra support for a child or a family;
 - specific support involving specialist support for a child or a family;
 - crisis support involving high level support for a child or their family.
 - ☐ sharing information with other professionals to support early identification and assessment;
 - ☐ acting as the lead professional in undertaking an early help assessment, but this only happens in some cases.
 - ☐ We know our responsibility to be part of discussions with statutory safeguarding partners to agree on the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners should publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, and DSLs (and their deputies) will need to familiarise themselves with this document.
- are aware of the need to obtain the appropriate consent from parents/carers;
 - are aware of the online assessment form that must be completed for Early Help referrals via the 'Right for Children' portal.
 - are aware of the process for making referrals to children's social care;
 - are aware of their role for statutory assessments;
 - know what to do if a child makes a disclosure;
 - are trained in identifying the different types of abuse and neglect.

Responsibilities

The senior management team will:

- work in conjunction with the Proprietors to ensure all school staff, children and parents are aware of and comply with this policy.
- provide an environment that is safe, fun, stimulating and challenging to all children.
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- encourage parents to take an active role in policy development where appropriate.
- ensure all relevant risk assessments are in place to ensure a safe school environment.
- provide leadership and vision in respect of equality.
- provide guidance, support and training to all staff.
- consider providing remote learning to children in circumstances when in-person attendance is either not possible or contrary to government guidance in accordance with school risk assessments and safeguarding guidance. This might include occasions when:
 - We decide that it is not possible for the school to open safely, or that opening would contradict guidance from local or central government.
 - Individual children, for a short period, are unable to physically attend school but can continue learning.
- monitor and evidence the effectiveness of this policy.

Teaching and learning support staff will:

- comply with all aspects of this policy.
- implement the school's equalities policy and schemes.
- report and deal with all incidents of discrimination.
- attend appropriate training sessions.
- report any concerns they have about any aspect of the school community.
- receive relevant training, periodically and ongoing as required, according to their role.
- have equal chances of training, career development and promotion.
- receive equal opportunities training on induction to improve their understanding of the Equality Act 2010 and its implications.

Children will:

- be aware of and contribute to all appropriate policies through the school council.
- work with and support the school council on all agenda items.
- strive to take pride in their work and work to the highest standard that they are capable of.
- listen carefully to all instructions given by the teacher, ask for further help if they do not understand and participate fully in all lessons.
- participate in discussions concerning progress and attainment.
- treat others, their work and equipment with respect.
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school.
- talk to others without shouting and or using physical aggression and will use language which is neither abusive nor offensive.
- hand in homework properly completed and on time.
- wear correct uniform.

Parents and Carers will be encouraged to:

- be aware of and comply with all school policies including this one.
- be encouraged to become involved in policy development by taking part in parent engagement opportunities and by maximising learning opportunities between home and school.
- Keep informed via termly newsletters of the children's curriculum.
- be encouraged to take an active role in the life of the school by attending parent-teacher consultations / Parent Open Days / fundraising and social events.
- ensure regular and punctual attendance of their child.
- notify school on the first day of child absence.
- have holidays out of term time and authorised by school.
- encourage effort and achievement.
- encourage completion of homework and return it to school on time.
- provide the right conditions for homework to take place.
- ensure correct school uniform is worn.
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.
- speak with children and staff respectfully and expect the same in return.

Policy Location

This policy can be found:

- on SharePoint within the staff and master's folder
- on the school website www.libraschool.co.uk
- available on request from the school office, admin@libraschool.co.uk, 01598 740044
- safeguarding noticeboard in reception, in the staff room and on the farm school reception notice board

Legal framework

This policy has been drawn up based on legislation, policy and guidance that seeks to protect children in England. We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school. The following safeguarding legislation and guidance has been considered when writing this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Principals, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE) 2012
- [Working Together to Safeguard Children](#)
- Devon Local Authority Summer Safeguarding Forum Report 2014
- Non-Maintained Special Schools (England) Regulations 2015
- Safeguarding Children and Safer Recruitment in Education Guidance 2006
- DfE's Mental Health and Behaviour in School 2016
- Best Practice Guide in Safeguarding for Devon Schools December 2012
- <https://www.gov.uk/schools-colleges-childrens-services/safeguarding-children>
- Guidance for Safer Working Practice for Adults who work with Children and Young People.
- Teachers' Standards 2012

- European Convention on Human Rights
- DfE's Advice for Schools on the Prevent Duty inc. Prevent Duty Departmental Advice V6
- Advice for Practitioners from HM Government 2015 [What to do if you're being abused](#)
- Mandatory Reporting of Female Genital Mutilation – procedural information (HM Government)
- Multi-agency statutory guidance on female genital mutilation 2016
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Data Protection: a toolkit for schools (DfE)
- Preparing for the General Data Protection Regulation (GDPR) - Information Commissioner's Office
- Sexting in Schools and Colleges (UK Council for Child Internet Safety (UKCCIS))
- Devon's Multi Agency Safeguarding Hub and Safeguarding Adult's multi agency policy and guidance published by the Devon Children and Families Partnership.
- Sexual Behaviours [Traffic Light Tool](#)
- Sexual Offences Act 2003
- Safeguarding – Covid19 appendix – April 2020
- COVID – 19; safeguarding in schools, colleges and other providers (DfE)
- Filtering and Monitoring Standards

Additional Resources

NSPCC

The NSPCC provides free and independent advice about HSB, and a school self-assessment toolkit and guidance for addressing HSB in schools:

<https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour> (HSB or peer-on-peer sexual abuse NSPCC Learning)

<https://learning.nspcc.org.uk/research-resources/harmful-sexual-behaviour-hsb-framework-audit> (HSB framework and audit NSPCC Learning)

<http://www.nspcc.org.uk/>

Childline

<http://www.childline.org.uk/pages/home.aspx>

Anti-Bullying Alliance <http://anti-bullyingalliance.org.uk/>

Beat Bullying <http://www.beatbullying.org/>

Childnet International making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>

Safer Internet Centre

<http://www.saferinternet.org.uk/>

[DCFP](#)

[Somerset Safeguarding](#)

The Southwest Safeguarding and Child Protection Group [South West Safeguarding Procedures](#)

Guidance for safer working practices May 2019

Child Sexual Exploitation - definition and guide for practitioners (DfE 2017)

Sexual violence and sexual harassment between children in schools and colleges (DfE)

Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

[Sexting](#)

[County Lines](#)

NICCO

[Education Settings - Covid guidance](#)

Adolescent Safety Framework (ASF) [ASF Framework](#)

[Coronavirus Guidance](#)

[Somerset Neglect Toolkit](#)

[Devon Neglect Toolkit](#)

[Everyone's Invited](#)

[Sexual Violence and Sexual Harassment in Schools Rape Crisis](#)

[Nice Guidance](#)

[Beyond Referrals - addressing harmful sexual behaviours](#)

[Preventing Youth Violence and Gang Involvement](#)

[Positive Environments where children can flourish](#)

[Stop Abuse Together Campaign](#)

Children and young people with harmful sexual behaviors (Simon Hackett 2014)

[Harmful Sexual Behaviour Support Service](#)

[Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](#)

CSA

[Supporting Practice in Tackling Child Sexual Abuse \(CSA\)](#)

The CSA Centre has introduced new resources to help professional identify and respond to concerns of child sexual abuse and abusive behaviours:

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

(Centre of Expertise on Child Sexual Abuse)

on <https://www.childrenssociety.org.uk/what-we-do/our-work/preventing-child-sexual-exploitation>

(Preventing Child Sexual Exploitation/The Children's Society)

[County Lines Toolkit For Professionals The Children's Society \(childrenssociety.org.uk\)](#)

[The right to choose- guidance on forced marriage Home \(contextualsafeguarding.org.uk\)](#)

[Bourdieu from Video Events Live on Vimeo](#)

[Adam's Story: It Follows Me Around | Childline - YouTube](#)

London grid for learning new link for 'undressed' guidance [Search Results - London Grid for Learning \(lgfl.net\)](#)

Blackford Education (Schools) Limited



Appendix 1 - Libra Flowchart for Report Concerns to Devon

