



Child Protection and Safeguarding Policy Castle View Primary School

This policy has been reviewed on 21st November 2018 and has been impact assessed in the light of all other school policies and the Equality Act 2010.'

Signed:	
Position: Committee Chair	
Date: 21st November 2018	Review Date: 20th November 2019
Minute Number: SI11/18.17.1	

Castle View Primary School Child protection and Safeguarding Policy.

Position Statement

Castle View Primary School fully recognises its responsibilities for child protection and safeguarding.

Safeguarding is everyone's responsibility and should they need to any member of staff can call Starting point on 01629 533190.

This policy, which is reviewed in line with updated guidance and approved by the governing body annually applies to all staff, governors and volunteers working in the school.

The main elements to our policy are:

- A. Raising awareness of child protections issues with staff and equipping children through our curriculum with the skills needed to keep them safe.**
- B. Ensuring that we practice safer recruitment by checking the suitability of prospective staff and volunteers to work with children.**
- C. Training and supporting our staff to equip them to appropriately recognise, respond to and support children who are vulnerable and maybe in need of safeguarding and reporting cases of actual or suspected abuse.**
- D. Implement and review regularly, in the light of experience, our procedures for identifying and reporting suspected abuse.**
- E. Referring to Children's Social Care.**
- F. Supporting pupils who may be at risk of abuse or who have been abused.**
- G. Establishing a safe environment in which children can learn and develop.**
- H. The types of abuse that are covered by the policy and the signs of abuse that Staff and Volunteers should look out for.**

We will follow the In school procedures, which are consistent with the Local Safeguarding Children Board manual which is available electronically at www.derbyshirescb.org.uk and take account of guidance issued by the Department for Education, in particular "**Keeping Children Safe in Education**" (**September 2016**), which is the statutory guidance for Schools and Colleges. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf

And

'Working Together to Safeguard Children' (2015) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link: <http://www.workingtogetheronline.co.uk/index.html>

Safeguarding arrangements at Castle View are underpinned by three key principles:

- Safeguarding is everyone's responsibility: all Staff, Governors and Volunteers should play their full part in keeping children safe.
- That Castle View operates a child-centred approach: a clear understanding of the needs, wishes, views and voices of children.
- That all Staff, Governors and Volunteers have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, Governors and Volunteers should feel confident that they can report all matters of safeguarding children in the School or College where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times

The school will carry out an annual audit of its safeguarding provision in the summer term of each year and report to Governors in the following Autumn Term. A copy will be sent to the Local Authority safeguarding team.

A. Raising awareness of child protection issues with staff and equipping children with the skills needed to keep them safe.

We recognise that because of their day to day contact with children, the school staff are well placed to observe the outward signs of abuse. The school establishes a culture in which children feel safe and valued and know that they will always be listened to, therefore:

1. We establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
2. The ethos of the school ensures children know there is always an adult in school who they can talk to if they are worried.
3. We include opportunities in the PSHE curriculum for children to develop the skills and knowledge they need to recognise danger and stay safe from abuse. For example, through whole school assemblies and circle time.

4. The school uses RM filtering on all machines, nominated staff have access to a staff proxy to enable them to teach children how to stay safe online. See safety policy.
5. We ensure that parents have an understanding of the responsibility and obligations placed on school; this will be shared via the school website and in the school brochures.

'The school has a duty of care and the safety of pupils will always remain the first priority.'

6. All staff will be required to read and sign Part One of; "Keeping Children Safe in Education" 2016 – "Keeping children safe in Education information; for all school and college staff." A signed record will be retained with the Single Central Record and record of Safeguarding training.
7. That Staff and Volunteers are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda.
8. That Staff and Volunteers are aware of the Private Fostering Policy and that notification is made to the Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered.
9. The procedural flowcharts (appendices 4 and 5) will be used by all staff and volunteers in school. However any member of staff or volunteer can make a referral by contacting Children's Social Care Single Point of Contact :Tel: 01629 533 190

All initial contacts where Staff, Governors or Volunteers wish to make a request for general advice, information or a service for a child, who may be a child with additional or complex needs, should be made by contacting the local children's Social Care contact point for making referrals. When calls are received they are screened, and advice is given around the next steps. An Initial Contact will be created for all cases where it is judged the child may have additional or complex needs. This Initial Contact will be then passed to the Senior Practitioner.

The Senior Practitioner will, within 24 hours, decide which service within Children's Social Care is best placed to meet that child's needs and the information will be passed to either the Multi-Agency Team or Children's Social Care for assessment. The contact Centre Advisor will be responsible for directing the Initial Contact/Referral to the appropriate team and advising the referrer of the outcome within 24 hours.

B. Ensuring that we practice safer recruitment by checking the suitability of prospective staff and volunteers to work with children.

1. Safer Recruitment practices are always followed. Every interview panel will have at least one member who has a current certificate in Safer Recruitment. We will follow procedures required by the Disclosure and Barring Service (DBS) and make decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks, checks of identity, barred list checks, eligibility to work in the UK and overseas checks where applicable, together with references and interview information. When appointing a new teacher we will check that the successful candidate is not subject to a prohibition order issued by the Secretary of State (see appendix 2) The Local Authority on our behalf carry out checks on mental and physical fitness; in addition, we carry out our own medical questionnaire post appointment. We will ensure that safeguarding considerations are at the centre of each stage of the recruitment process. A confidential Single Central Record is maintained. The school's policy for recruitment and selection will be followed, which incorporates guidance's from " Keeping children safe in Education" 2015.
2. We ensure that the government guidance document " Guidance on Safer working practice for Adults who work with Children and Young People" DCSF 2007 and its recommendations are followed. The guidance on the use of new technology is particularly important. This includes advice on safe use of mobile phones and guidance on personal and professional boundaries in emailing, messaging and social networking environments. Visitors to school are not left unsupervised. If a volunteer is to work unsupervised with a child, they should first undergo the same Disclosure and Barring checks as paid employees.
3. Where allegations of abuse are made against member of staff, including volunteers, we will follow the guidance in "Keeping Children Safe in Education" 2015 and Derbyshire Safeguarding Children Board procedures. Any such allegation should be dealt with very quickly, in a fair and consistent way, providing effective protection for the child involved and support for the person who is the subject of the allegation. The school will involve the Designated Officer (Previously LADO) where there is an allegation that 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 or behaved in a way that indicates he or she would pose a risk of harm if they work regularly or closely with a child. Investigations may involve the police, the conduct of any investigation and subsequent action will be agreed with the Designated Officer. N.B. Schools have a legal duty to inform the DBS Service of any member of staff who has harmed, or poses a risk of harm to a child or if there is reason to believe they have committed one of a number of listed offences. If the member of staff resigns or leaves the allegation should still be followed up and a referral made to the DBS.

4. We are aware of the statutory guidance relating to disqualification by association, all staff are required to complete a declaration (Form A) on induction. If a disclosure is made Form B must be completed and Ofsted informed of this within 14 days.
5. We will ensure there is a Staff Code of Conduct, ensuring all Staff and Volunteers are familiar with Safer Working Practices which includes all new staff and volunteers.

C. Training and supporting our staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding.

1. There is a Designated Senior Lead (DSL) for child protection- this is the Headteacher who has received appropriate training and support for this role. The Deputy Safeguarding Lead is the Pastoral Manager. They will access safeguarding training at least annually.

In their absence the Senior Leadership team will take on the responsibility.

However all staff are responsible for safeguarding and protecting children.

2. The nominated Governor responsible for child protection and safeguarding is Emma Hill. They have access to appropriate training. They check the single central register termly, perform Health and safety spot checks and liaise with the school business officer and School Council accordingly.
3. The Headteacher reports to the governing body on a termly basis in School Improvement Committee meetings regarding the school safeguarding activity.
4. Every member of staff (including temporary, supply, contracted staff and volunteers) and the governing body knows the names of the DSLs and understands their role in managing concerns. There is a mandatory induction process which includes this policy and procedures. It is made available to staff and any supply staff are reminded of their responsibilities before starting work.
5. All staff and volunteers follow the procedural flowcharts and record incidents using Appendix F Cause for concern form.
6. All members of staff will receive appropriate training as part of their induction and further training at least every year. An attendance record is kept, in the single central register which is kept in the main office.

D. Implement and review regularly, in the light of experience, our procedures for identifying and reporting cases of actual or suspected abuse.

1. Information will be shared as necessary with other schools and agencies with the safeguarding of pupils being our primary concern.
2. We will notify the appropriate Children's Social Care department immediately if there is an unexplained absence of a pupil who is the subject to a known child protection plan.
3. Effective relationships will be developed with relevant agencies and we will co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences and core groups and the provision of relevant and timely reports.
4. We will maintain links with relevant agencies when children and families are seeking support and help under the 'Early Help Assessment' process or under child in need planning.
5. Half termly the Head Teacher and Pastoral Manager will review written records of concerns about children, and agree whether any actions are to be taken. Following this liaison with outside agencies will take place. These records are kept separately from the young person's educational record.
6. When making a referral the school will complete the form required, retain a copy and send the original to the Children's Social Care Department once it is clear who will be dealing with the young person. The Flowcharts in Appendices 4 and 5 illustrate the in-school process.
7. We ensure that all records are kept securely, separate from the main pupil file and in locked cabinet in the main office.

E. Referring to Children's Social Care

If at any time it is considered that the child has suffered significant harm or is likely to do so, a referral should be made to the Children's Social Care **Starting point** by calling **01629 533190** e.g. a child having an injury or has made a disclosure of sexual abuse.

When a member of Staff, Volunteer Parent, Practitioner, or another person has concerns for a child, and if the school are aware that the case is open to the Multi-Agency Team they should discuss with the Allocated Worker or their manager to request escalation to Children's Social Care. If the child does not at that time have a lead professional or allocated Social Worker the school should contact the Children's Social Care Contact Point where a contact centre advisor will collate the information and advice on the next steps.

Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk; the decision not

to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury it is imperative that advice is sought immediately **prior to the child returning home and as soon as the school become aware of this.**

Essential information for making a referral includes:

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

Other information that may be essential:

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

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

F. Supporting pupils who may be at risk of abuse or who have been abused. Ensuring early help is given.

1. The school ethos and curriculum addresses the needs of children who have or may suffer from abuse which may be neglect, physical, sexual or emotional.
2. The school behaviour policy supports vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse that has occurred.
3. We will ensure, that where any child leaves the school planned or unplanned, their information and that of any siblings is transferred to the new school immediately and that any appropriate agency ie social worker / MAT are informed. Should an admissions check highlight that they have not been enrolled in another school the Local Authority will be informed and the Local Authority Children Missing from Education Procedures followed.

Child protection information will be transferred securely and separately from the child's education office without delay. Relevant information about any other family members will be included to protect/safeguard children.

4. Looked After Children are identified and support and advice sought from the virtual school to support attainment.
5. Children may require early help. Staff and Volunteers working within the School should be alert to the potential need for early help for children, considering following the procedures identified for initiating early help for a child who:
 - is disabled and has specific additional needs
 - has special educational needs
 - is a young carer
 - is showing signs of engaging in anti-social or criminal behaviour
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse and or is showing early signs of abuse/or neglect.
 - Is showing signs of displaying behaviour or views that are considered to be extreme.
 - It is suspected that there is a risk of Honour Based Violence.

These children are therefore more vulnerable. Castle View Primary School will identify who their vulnerable children are and ensure that all know the processes to secure advice, help and support where needed.

6. There are specific issues that have become critical in Safeguarding. At Castle View we will endeavour to ensure Staff, Governors and Volunteers are familiar with and there are processes in place to identify, report, monitor and thread through our curriculum:
 - Neglect
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Bullying, including online bullying and prejudice-based bullying
 - Racist, disability and homophobic or transphobic abuse
 - Gender-based violence/violence against women and girls
 - Radicalisation- including any contextual issues e.g Far right groups
 - Extremism including any contextual issues e.g Far right groups
 - Child sexual exploitation and trafficking
 - The impact of new technologies on sexual behaviour, for example sexting
 - Teenage relationship abuse
 - Substance misuse- Drug or Alcohol related
 - Issues that may be specific to our local area or population, for example gang activity and youth violence.
 - Domestic violence
 - Female genital mutilation
 - Forced marriage
 - Fabricated or induced illness
 - Poor parenting, particularly in relation to babies and young children
 - Self Harm
 - Slavery
 - Honour Based Violence (HBV) is a term used to describe **violence** committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim. It is often a cultural issue normally perpetrated by a male

- Sexism
- Peer to Peer Abuse including sexting, initiation behaviours, sexual abuse.
- Other issues not listed here but that pose a risk to children, young people and vulnerable adults.

G. Establishing a safe environment in which children can learn and develop.

1. We understand that keeping children safe is paramount in every aspect of school life, therefore the following policies are implemented and reviewed regularly and in line with current guidance alongside our curriculum to ensure that the safety of children is our first priority:
 - Attendance
 - Anti-Bullying
 - Behaviour Policy
 - Code of conduct- Governors
 - Code of Conduct-Staff
 - Complaint Procedure
 - Curriculum
 - Disaster recovery and security plan
 - Confidential reporting code
 - Critical incident
 - Data Protection
 - Disciplinary Procedure for school staff (app 6)
 - First aid and administration of Medicines
 - Formal competence procedure
 - Freedom of information
 - Health and Safety
 - Home School Agreement
 - Managing allegations of abuse against staff
 - Private fostering policy
 - Recruitment and selection
 - Relationship and Sex education
 - Retention schedule
 - Special educational needs
 - Teacher standards
 - Use of Images
 - Use of Physical interventions.
2. Processes for young people, staff and volunteers to report concerns or make complaints about others are well understood by both young people and staff. Children who are able to communicate know how to complain and understand the process for doing so. There is a strong robust and proactive response from adults working with children that reduces the risk of harm. Adults working with them know and understand the indicators that may suggest a child is suffering or is at risk of suffering abuse,

neglect or harm and they take the appropriate and necessary action required to keep the child safe in line with local procedures and statutory guidance.

3. A whistle blowing (confidential reporting code) policy is in place and accessible to all via the school's website. This process will be followed by the Head teacher, in the event the complaint or concern is relating to the Head teacher, this procedure will be followed by the Chair of Governors.
4. The use of physical intervention with young people will only be used when in the judgement of staff circumstances require it in order to prevent harm to the child, to other young people or to an adult. Additionally, if the young person is disrupting the learning of others this may also be a reason to intervene. In all cases the level of intervention must be appropriate to the level of perceived risk, only last as long as is required to reduce this risk and minimise any possible harm to the child or others.
5. Security with the school is carefully managed and reviewed regularly. All visitors must sign in and out of school. They must show their identification. All staff on site must sign in and out in the office. Where they will be issued colour coded lanyards according to their DBS clearance. The school is fully aware of the relevant Health and Safety legislation and complies with all aspects of this order to keep both pupils and staff safe. A Health and Safety audit and resulting action plan is carried out annually. Risk assessments are undertaken when required and advice sought from the Local Authority Health and Safety team when necessary. Governors perform termly spot checks relating to Health and Safety and First aid.
6. We endeavour to create a positive culture and ethos where safeguarding is an important part of everyday life and achieve this with training at every level and curriculum development including Prevent Duty.

H. The types of abuse that are covered by the policy and the signs of abuse that Staff and Volunteers should look out for.

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2013) which is defined in the Keeping Children Safe in Education statutory Guidance 2015 as:

- **Physical abuse** - may involve hitting, shaking, throwing, poisoning, burning/scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The physical signs of abuse may include:

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

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Flinching when approached or touched.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.
- **Emotional abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking.
- Being unable to play.
- Fear of making mistakes.

- Sudden speech disorders.
 - Self-harm.
 - Fear of parent being approached regarding their behaviour.
 - Developmental delay in terms of emotional progress.
- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

The physical signs of sexual abuse may include:

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

Changes in behaviour which can also indicate sexual abuse include:

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

- Not allowed to have friends (particularly in adolescence).
- Acting in a sexually explicit way towards adults.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may include a failure to:
 - Provide adequate food, clothing and shelter.
 - Protect a child from physical and emotional harm or danger.
 - Ensure adequate supervision (including the use of inadequate care-givers); or
 - Ensure access to appropriate medical care or treatment.
 - Respond to a child's basic emotional needs

The physical signs of neglect may include:

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

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

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

Bullying and forms of bullying including peer on peer, prejudice based and Cyber Bullying is also abusive and will include at least one, if not two, three or all four, of the defined categories of abuse [**See School Anti Bullying policy**].

We will reflect on our practise in light of serious case reviews as a whole school team.

Further relevant guidance can be found here:

'Working Together to Safeguard Children' (2015) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link: <http://www.workingtogetheronline.co.uk/index.html>

“Keeping Children Safe in Education” (September 2016), which is the statutory guidance for Schools and Colleges. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/Keeping_children_safe_in_education.pdf

Also on LID- (The Learning in Derbyshire) website-
www.derbyshire.inthehive.net

“Keeping Children Safe in Education: Information for all School and College Staff” (2014). The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418687/Keeping_children_safe_in_education_part_1_only.pdf

Also on LID www.derbyshire.inthehive.net

“What to Do if Worried a child is being Abused: Advice for Practitioners”. March 2015. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

“Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers”. March 2015. The guidance is available via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

Furthermore, we will follow the procedures set out by the Derbyshire Safeguarding Children’s Board:

<http://derbyshirescbs.proceduresonline.com/index.htm>

This policy will be reviewed annually by the Governing Body and will be adjusted in line with any subsequent guidelines from the DfE or the LA.

Policy agreed by governors

Signed:

Date:

Minute Number:

APPENDIX GLOSSARY

Appendix A Learning from serious case reviews

Appendix B Flowchart of DBS and Barred list procedures

Appendix C Managing Allegations against Staff and Volunteers within School Settings

Appendix D Procedure for managing cases of suspected abuse against children

Appendix E Procedure for managing Safeguarding concerns about children

Appendix F Cause for concern form.

Appendix G Children missing from education flowchart

Appendix H LADO flowchart

Appendix I Staff Declaration form A

Appendix J Staff Declaration form B

Appendix A:

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

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

In 2012 We have learnt that:

Babies are particularly at risk from abuse and neglect including:

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

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

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

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

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

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

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

In 2013/2014 in summary form we learnt that:

Common Themes:

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

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

- Appropriate representation is needed at key meetings- Child Protection Case Conferences

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

Relevant SCRs:

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and learning relevant for schools /colleges can be found at:

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