Our school is part of the Embark Federation.

The shared vision for our trust is to “create schools that ‘stand out’ at the heart of their communities.” Our trust has four core beliefs; Family, Integrity, Teamwork and Success that are integral to everything we do. The purpose is to enable everyone to be able to ‘Love Learning, Love Life.’

Our policies are underpinned by our vision, beliefs and purpose.

Child Protection and Safeguarding Policy

Date of Issue	01/09/2025
Date of Review	01/09/2026
Version	V5
Approval Level	Embark Trust Board

Change Table History

Version	Reviewed /Modified by	Change History
4	Embark Safeguarding Lead - HJ	**Definitions** • Definition of 'safeguarding and promoting the welfare of children' – amended to reflect the updated version of Working Together to Safeguarding Children (2023) • 'Trusted' adult replaced with 'Safe' adult **Legal Framework** • Legislation, statutory and non-statutory guidance documents have been updated reflecting the latest versions. Web links have been updated. NB: there are no new legal frameworks or guidance documents. **Roles and Responsibilities** Under 'the DSL has a duty to' section, explicit reference made to ensuring that safeguarding records include information regarding *the decisions made, and whether or not referrals have been made.* **Early Help** Additional bullet points added to expand the list of pupils who may benefit from early help to reflect working Together to Safeguard Children (2023): • having family members in custody or is affected by parental offending • have experienced multiple suspensions and are at risk of, or have been, permanently excluded from school, alternative provision or a Pupil Referral Unit. **Abuse, neglect and exploitation** Abuse and Neglect – heading amended to include *exploitation* (also throughout the document as applicable) **Alternative Provision** Text added to clarify school remains responsible for the pupils schools place in alternative provision. **Information Sharing – new section** Reference and web link added to *DFE Information Sharing Advice for Practitioners Providing safeguarding Services for children, young people, parents and carers* (2024) and *The Seven Golden Rules for Sharing Information (2024).* Strengthened the importance of recording decisions regarding information sharing. **Appendix C Specific Safeguarding Issues** • Added a reference to Stopping Domestic Abuse Together (SDAT) and related guidance document in the Domestic Abuse section • 'Sexual Offences, consent, upskirting' and 'Adult involvement in youth-produced sexual imagery' added to the issues covered list • Children absent from education section – persistently absent definition revised to *unexplainable and/or persistent absent from education* • 'Adult involvement in youth-produced sexual imagery' section added which includes reference to the government guidance *Sharing nudes and semi-nudes; advice for education settings working with children and young people (2024*) **Appendix D** Key local and national safeguarding contact list updated, added to and included in a new table format. **Appendix E**

		New addition – The Seven Golden rules for Information Sharing

Version	Reviewed /Modified by	Change History
5	Embark Safeguarding Lead - HJ	Minor amends only **Legal Framework** Page 6 - Legislation, statutory and non-statutory guidance documents have been updated reflecting the latest versions. Web links have been updated. **Online safety and personal electronic devices** Page 16 added – 'Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.' Generative AI: product safety expectations - GOV.UK **Alternative Provision** Page 21 – added information to clarify and reflect existing alternative provision in relation to the checks and information schools are required to undertake when placing a child in alternative provision. Added reference to the Embark Federation Best Practice Guide – Alternative Provision. **Appendix D – Important Contact Details** Page 47 – added link to Lucy Faithful 'Shore Space' which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours.

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Statement of intent

Riddings Junior School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the school premises.

Riddings Junior School is a safe place for children, where our responsibilities for safeguarding them are taken extremely seriously. The welfare and safety of children who attend our school is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have the right to be safe in our school
Through our curriculum we teach the children about personal safety, and how to keep themselves safe from harm. There is a strong anti-bullying ethos throughout the school based around our school ethos of PRIDE and especially Respect. We teach our children how to recognise bullying, how to keep themselves safe from bullying behaviour and how to report it. We listen to our children.

The curriculum includes opportunities to discuss feelings and emotions, and helps our children to think about their own personal safety and their rights as individuals to be kept safe from harm. We teach our children about the uses and misuses of drugs, at an age appropriate time and level. Our sex and relationships programme teaches our children about keeping themselves safe from harm, at an age appropriate level. We also have clear guidance to help children be safe online.

Our provision in school is strong with 6 staff trained to Designated Safeguarding Lead standard – our Early Help provision plays a key part in keeping children safe and our appointment of a KS1-2 Well Being Mentor in conjunction with Riddings Infants School has further strengthened our ability to keep children safe especially at transition. We work closely with our Trust partners and Derbyshire Local Authority to ensure that our practice remains of a high quality.

Our policies and agreed practises for safeguarding practices and safety, behaviour management, attendance and looked after children all comply with the recommendations for safeguarding children at school. In addition we have policies that outline how we respond to cases of allegations against staff, whistle-blowing and the use of physical intervention.

We work very closely with Riddings Infant School to support our shared families effectively and the Headteacher is available should additional advice be required by staff in school. We share safeguarding information with the secondary schools that our pupils move onto and support shared families.

We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- ensuring that members of the governing team, the headteacher and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL.
- teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- ensuring that the headteacher and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The Senior DSL is **Mr D. Cates**. In the absence of the DSL, child protection matters will be dealt with by the deputy DSLs, **Miss E. Saville, Mrs N. Godfrey, Miss G. Smith, Mrs F. Fox or Mrs L. Patrick**

The Appointed Teacher for Looked after children/virtual School: Mr D. Cates
The Appointed Teacher for SEND: Mrs N. Godfrey
The Designated Lead(s) for Anti- Bullying: Miss K. Pilling
The Designated Link Governor for Safeguarding: Mrs K. Hales

The Senior Mental Health and Wellbeing Lead for pupils: Mrs N. Godfrey
The Designated Link Governor for Anti- Bullying: Mrs K. Hales
The Designated link Governor for Looked after Children (Child in Care): Mrs V. Neaves
The Nominated Governor for effective filtering and monitoring of IT and school devices: Mrs K. Hales
Family Support Workers (Wellbeing Mentors): Mrs F. Fox, Mrs L. Patrick and Miss G. Smith

We will ensure that parents/carers and our partner agencies are aware of our child protection/ safeguarding policy by ensuring that it is on the school/college website **and directing visitors to our safeguarding information leaflet on reception, and to our DSL / DDSLs on the school noticeboard**

The school website will also have information about how parents/children/other agencies can contact the designated safeguarding lead and their deputy/ies and include their availability during out of school hours and school holidays.

This has an open and accepting attitude towards children and promotes a positive and supportive environment as part of our responsibility for pastoral care. Our school ethos of PRIDE promotes trusted relationships between learners and all staff which supports children to tell staff about any concerns they may have.

Children, parents/carers, and all staff will be free to talk about any concerns and see the school as a safe place. The school has systems in place for children to complain and/or confidently report their concerns, including any form of abuse or neglect, including child-on-child abuse, and know that their concerns will be treated seriously.

Definitions

The terms **"children"** and **"child"** refer to anyone under the age of 18. For the purposes of this policy, **"safeguarding and protecting the welfare of children"** is defined as:

- providing help and support to meet the needs of pupils as soon as problems emerge
- protecting pupils from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of pupils' mental and physical health or development
- ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all pupils to have the best outcomes

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015

- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- Marriage and Civil Partnership (Minimum Age) Act 2022

Statutory guidance

- Home Office (2023) 'Prevent duty guidance: Guidance for specified authorities in England and Wales'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2024) 'Keeping children safe in education 2025'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2023) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2023) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'
- DfE (2024) 'Working together to improve school attendance'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2024) 'Information sharing advice for Safeguarding Practitioners'
- Department for Science, Innovation and Technology (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2024) 'Recruit teachers from overseas'
- Department of Health and Social Care (2024) 'Virginity testing and hymenoplasty: multi-agency guidance'
- DfE (2024) 'Meeting digital and technology standards in schools and colleges'

This policy operates in conjunction with the following statutory Embark Federation centrally held policies, and school owned statements/policies. This includes child friendly developed safeguarding leaflets, and policies developed by pupils, and all will be made available on the school website:

- Children Absent from Education Policy
- Child Sexual Exploitation (CSE) Policy (DDSCP) Children at Risk of Exploitation (CRE) (trixonline.co.uk)
- Prevent Duty Policy Protecting children from radicalisation: the prevent duty - GOV.UK (www.gov.uk)
- Child-on-Child Abuse Policy (includes sexual violence and harassment)
- Anti-bullying Policy including Behaviour Policy
- Suspension and Exclusion Policy (includes Attendance Policy)
- Online Safety Policy/ Data and Cyber-security Breach Prevention and Management Plan/Pupils' Personal Electronic Devices Policy
- Staff ICT and Electronic Devices Policy (Acceptable Use)
- GDPR/Data Protection

- Embark Records Management Policy (2023) and Data Protection and Retention Schedule (May 2023) guidance document.
- LAC - looked after children (includes SEND)
- Whistleblowing Policy
- Allegations of Abuse Against Staff Policy including low-level Concerns
- Single Central Record/Safer Recruitment Policy
- Staff Code of Conduct
- An Early Help offer.

Roles and responsibilities

All staff have a responsibility to:

- consider, at all times, what is in the best interests of the pupil
- maintain an attitude of 'it could happen here' where safeguarding is concerned
- provide a safe environment in which pupils can learn
- be prepared to identify pupils who may benefit from early help
- be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction
- be aware of the role and identity of the DSL and deputy DSLs
- undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated
- receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually
- be aware of the local early help process and understand their role in it
- be aware of, and understand, the process for making referrals to children's social care services (CSCS), as well as for making statutory assessments under the Children Act 1989 and their role in these assessments
- make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child, including threat of serious violence
- support social workers in making decisions about individual children, in collaboration with the DSL
- be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected
- be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful
- maintain appropriate levels of confidentiality when dealing with individual cases
- reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe
- speak to the DSL if they are unsure about how to handle safeguarding matters
- be aware of safeguarding issues that can put pupils at risk of harm
- be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm.

Teachers, including the headteacher, have a responsibility to:

- safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'
- personally report any cases to the police where it appears that an act of female genital mutilation (FGM) has been carried out, also referred to as 'known' cases, as soon as possible

- personally report (to the DSL) any cases where a marriage is suspected or has been arranged for a child under the age of 18.

The governing team has a duty to:

- take strategic leadership responsibility for the school's safeguarding arrangements
- ensure that all staff including school governors understand their responsibilities in protecting children and in all matters of safeguarding, attend regular annual training and keep updated
- ensure that the school complies with its duties under the above child protection and safeguarding legislation
- guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'
- confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures
- understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures
- comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions
- ensure that staff working directly with children read at least Part one of KCSIE
- ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE. NB: Individual schools assess which guidance will be most effective for their staff to safeguard and promote the welfare of children.
- ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children
- ensure a senior board level lead takes leadership responsibility for safeguarding arrangements
- appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description
- appoint one or more deputy DSLs to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions
- facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- ensure systems are in place for? children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information
- ensure that a member of the governing team is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor
- guarantee that there are effective and appropriate policies and procedures in place
- ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing team itself, the SLT and DSL
- ensure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum

- adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required
- ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+
- ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems
- guarantee that volunteers are appropriately supervised
- ensure that at least one person on any appointment panel has undertaken safer recruitment training
- ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually
- ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly
- certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors
- confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned
- guarantee that there are procedures in place to handle pupils' allegations against other pupils
- ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff
- ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse
- guarantee that there are systems in place for pupils to express their views and give feedback
- establish an early help procedure and ensure all staff understand the procedure and their role in it
- appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undertaken appropriate training
- ensure that the designated teacher works with the Virtual School Head (VSH) to discuss how the pupil premium funding can best be used to support LAC
- introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities
- ensure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements
- put in place appropriate safeguarding responses for pupils who are absent from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future
- ensure that all members of the governing team have been subject to an enhanced DBS check, and a SC 128, and for those in a management position
- create a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.

The headteacher has a duty to:

- ensure that the policies and procedures adopted by the governing team, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- provide staff with the appropriate policies and information upon induction.

The DSL has a duty to:

- take lead responsibility for safeguarding and child protection, including online safety, and understanding the filtering and monitoring systems and processes in place and these are subject to QA and review (fit for purpose/identifies pupils who may be at risk)
- provide advice and support to other staff on child welfare, safeguarding and child protection matters
- take part in strategy discussions and inter-agency meetings, and/or support other staff to do so
- contribute to the assessment of children, and/or support other staff to do so
- during term time, be available during school hours for staff to discuss any safeguarding concerns. **NB:** Individual schools, working with the DSL, define what "available" means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability
- arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms
- refer cases:
    - to CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS
    - to the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme
    - to the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child
    - to the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- liaise with the deputy DSLs to ensure effective safeguarding outcomes
- liaise with the case manager and the LA Designated Officers (LADOs) for child protection concerns in cases concerning staff
- liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety
- liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
    - ensuring that the school knows which pupils have or had a social worker
    - understanding the academic progress and attainment of these pupils
    - maintaining a culture of high aspirations for these pupils
    - supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential
    - helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- ensure that child protection files are kept up-to-date and only accessed by those who need to do so
- ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared

- ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process
- work with the governing team to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly
- ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals
- link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding
- undergo training, and update this training at least every two years
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication
- support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR
- keep detailed, accurate, secure written records of safeguarding concerns, decisions made, and whether or not referrals have been made, and understand the purpose of this record-keeping.

The designated teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Multi-agency working

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements. These are set out by the Derby City and Derbyshire Safeguarding Children partnership arrangements https://www.ddscp.org.uk/ The school will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements and will use the local threshold document DDSCP Threshold document

The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

The school will attend where relevant, meetings arranged in the locality to share local contextual information, receive updates on CRE, serious violence, anti-social behaviours, and contribute to local issues facing children and young people that may impact on their safety, health and wellbeing.

The school is also aware of and implements any local learning where appropriate, such as those as outlined in DDSCP Briefing note: DDSCP Briefing Safeguarding School Age Children Final December 2021.pdf and other DDSCP briefing notes located in the multi-agency safeguarding children procedures Documents Library . **The school engages with local services wherever possible, including Changing Lives and works with the safeguarding leads across the trust and facilitates the attendance of its Well Being Mentors at Trust Early Help meetings. In addition, a strong working relationship exists with the Local Authority's early Help Advisors. Families are supported by termly Inclusion Coffee meetings, where the agenda is influenced by parental priorities and meetings with parents/carers/families are facilitated whenever necessary.**

Early help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- are disabled, have certain health conditions, or have specific additional needs
- have SEND, regardless of whether they have a statutory EHC plan
- have mental health needs
- are young carers
- show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- are frequently missing or going missing from care or from home
- are at risk of modern slavery, trafficking, or sexual or criminal exploitation
- are at risk of being radicalised or exploited
- have family members in custody or are affected by parental offending.
- are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse
- are misusing drugs or alcohol
- have returned home to their family from care
- are at risk of "honour-based" abuse (HBA), such as FGM or forced marriage
- are privately fostered.
- have experienced multiple suspensions and are at risk of, or have experienced, permanent exclusion from school, alternative provision or a Pupil Referral Unit.

Staff will be mindful of all signs of abuse, neglect and exploitation and use their professional curiosity to raise concerns to the DSL.

This school has a developed early help offer and information about this can be located here: **https://www.riddingsjuniorschool.org.uk/family-wellbeing-school-early-help/**

This school will also use the local authority referral pathways and support on offer from the local authority when considering supporting pupils and their families: *DDSCP* early help webpage, and Derbyshire SchoolsNet

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

Abuse, neglect and exploitation

For the purposes of this policy, **"abuse"** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, **"physical abuse"** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, **"emotional abuse"** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, 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 the child to frequently 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, but it may also occur alone.

For the purposes of this policy, **"sexual abuse"** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, **"neglect"** is defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff will be aware of the indicators of and will understand that children can be at risk of harm inside and outside abuse, neglect and exploitation of the school, inside and outside of home, and online. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

Specific safeguarding issues

There are certain specific safeguarding issues that can put children at risk of harm – staff will be aware of these issues.

Appendix C of this policy sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

Child-on-child abuse

For the purposes of this policy, **"child-on-child abuse"** is defined as abuse between children.

The school has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Child Protection and Safeguarding Policy's statement of intent.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- bullying, including cyberbullying and prejudice-based or discriminatory bullying
- abuse in intimate personal relationships between peers – sometimes known as 'teenage relationship abuse'
- physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- the consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting
- initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

The school's procedures for managing allegations of child-on-child abuse are outlined in the Child-on-child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-bullying Policy and Suspension and Exclusion Policy, where relevant.

Online safety and personal electronic devices

Monitoring and Filtering

The Embark Federation provides overarching policies to ensure the school meets its online safety, cyber security and filtering and monitoring requirements:

The school will adhere to the Embark Federation Online Safety Policy at all times.

The school will also ensure that it meets the filtering and monitoring standards published by the DfE: filtering and monitoring standards

The Embark Federation uses LEAD IT services to assist them in providing a complete system and technologies that help to keep pupils and staff safe. The appropriateness of any filters and monitoring systems are reviewed by the Embark Federation IT Team and all Embark schools will have access to a 3-tier filtering solution to provide schools with a comprehensive filtering platform to protect its staff, students, and community regardless of what device is used in school.

The school will also ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the school's Cyber-security Policy. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- pupil attitudes and behaviours which may indicate they are at risk of potential harm online
- the procedure to follow when they have a concern regarding a pupil's online activity.

Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education. Generative AI: product safety expectations - GOV.UK

Communicating with parents

As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor online use.

The school will also make it clear to parents what their children are being asked to do online for school.

Reviewing online safety

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the Staff ICT and Electronic Devices Policy and Pupils' Personal Electronic Devices Policy.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy and Photography Policy. The DPO will oversee the planning of any events where photographs and videos will be taken.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. **"Operating equipment"** includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

Consensual and non-consensual sharing of indecent images and videos

The school will ensure that staff are aware of treating the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual images) as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of this behaviour.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible.

The school's full response to incidents of consensual and non-consensual sharing of indecent images and videos will follow the national guidelines and local safeguarding arrangements which are set out in the schools

Online Safety policy. Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK (www.gov.uk)

Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and deputy DSLs, will always consider the context of safeguarding incidents. Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSCS.

Pupils potentially at greater risk of harm

The school recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

Where a child has an Education, Health and Care Plan (EHCP) the local authority should review the plan with parents/carers. Where a child is taken off roll, we will inform the Local Authority of the deletion from our admission register via the system outlined on the Derby or Derbyshire Welfare webpages.

LAC and PLAC

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. Previously looked after children (PLAC), also known as care leavers, can also remain vulnerable after leaving care.

The governing team will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order
- contact arrangements with parents or those with parental responsibility
- care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy.

Pupils with SEND

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- pupils with SEND can be disproportionally impacted by issues such as bullying, without outwardly showing any signs
- communication barriers may exist, as well as difficulties in overcoming these barriers.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

LGBTQ+ pupils

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a safe adult with whom they can speak openly. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

Pupils whose lack of attendance is causing a concern

The school proactively manages and takes steps to improve attendance across our community. Attendance is the essential foundation to positive outcomes for all learners and is everyone's responsibility in school.

The school response to children who are absent from education supports identifying a range of safeguarding issues and abuse; it also helps prevent the risk of absent children becoming a child missing education in the future. This includes when problems are first emerging, but also where children are already known to local authority children's social care services (CSCS) and need a social worker, where being absent from education may increase known safeguarding risks within the family or in the community. We support and monitor attendance and absence carefully to identify learners or cohorts that require support with their attendance and put effective strategies in place. This includes:

- building strong relationships with families, listening to, and understanding barriers to attendance and working with families to remove them

- sharing information and work collaboratively with other schools in the area, the local authority, and other partners when absence is at risk of becoming persistent or severe.

The school's Attendance Policy provides further information around how the school culture promotes the benefits of high attendance and outlines the support strategies in place for pupils whose attendance falls below expected levels.

The school also recognises that when children are not in school, such as when a learner is on a reduced timetable, suspended or excluded, they miss the protection and opportunities that education can provide, and can become more vulnerable to harm. Learners who have a social worker, including looked-after children, and previously looked-after children are especially vulnerable.

The school proactively supports learners in the school environment and decision-making processes about reduced timetables, suspension or exclusion operate in the best interest of children as outlined in local and national guidance. **The schools' ethos of PRIDE and the focus on this helps to minimise the need for suspensions, its inclusive approach aims to meet the needs of individuals where those needs put the child at a greater risk of suspension or exclusion.**

Pupils requiring mental health support/promoting emotional wellbeing

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

We acknowledge many children will have periods of feeling anxious, afraid and upset, and can develop phobias. However, some children will experience these more frequently.

Undertaking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children, and greater readiness to learn, improved attendance, attention, behaviour and attainment.

We have a Senior Mental Health Lead to develop the knowledge and skills to implement an effective whole school approach to mental health and wellbeing in our setting.

One of our Well Being Mentors has undertaken ELSA training and good practice from this programme is shared with the other staff and embedded into our work with both children and adults.

We will provide information and signposting services to children and parents. If staff have an emotional or mental health concern about a child we will respond to the concern, inform, and discuss our concerns with parents/carers and seek ways to support the child in and out of school.

Our school/setting will contact the local School Community Advisor for advice:

CAMHS North
CAMHS South

We will use this website to help us signpost staff and families:
Derby & Derbyshire Emotional Health & Wellbeing

If a child is presenting with a risk of serious immediate harm and at risk of taking their own life, we will seek urgent advice from the urgent CAHMS services and/or seek medical intervention.

CAMHS Derbyshire
CAMHS North Urgent Care

The school will use the local guidance Mental Health Pathway to help identify a pupil who may be struggling and provide support, including a referral.

Derby-Derbyshire-Mental-Health-Pathway-Guidance-July-2023.pdf

Use of the school premises for non-school activities

Where the governing board hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate safeguarding arrangements are in place to keep pupils safe. The school will refer to the DfE's guidance on keeping children safe in out-of-school settings in these circumstances.

Where the governing board provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing board will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed.

The governing board will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing board will ensure safeguarding requirements are included in any transfer of control agreement, i.e., a lease or hire agreement, as a condition of use and occupation of the premises and specify that failure to comply with this would lead to termination of the agreement.

Extracurricular activities and clubs

External bodies that host extracurricular activities and clubs at the school, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements: guidance

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

The school takes responsibility for following safeguarding and child protection procedures should an incident/allegation occur on school premises. This includes following and taking responsibility for managing an allegation against staff, volunteers and carers procedures, including low level concerns. This may mean contacting LADO should such an allegation/incident come to light whilst on school premises.

Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider

- the school will obtain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk
- have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend
- regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediate reviewed and ended if necessary.

Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to.

The school will follow the guidance set out in the **Embark Federation Best Practice Guide – Alternative Provision** to ensure safeguarding considerations and arrangements are robust and compliant with DFE expectations.

Work experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conducting work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

Homestay exchange visits

School-arranged homestays in UK

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged homestays abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit. The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK. The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange. Pupils will be provided with emergency contact details to use where an emergency occurs, or a situation arises that makes them feel uncomfortable.

Privately arranged homestays

Where a parent or pupil arranges their own homestay, this is a private arrangement, and the school is not the regulated activity provider.

Private fostering

Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks:

Concerns about pupils

If a member of staff has any concern about a pupil's welfare, or a pupil has reported a safeguarding concern in relation to themselves or a peer, they will act on them immediately by speaking to the DSL or deputy DSL.

Staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the communication and confidentiality section of this policy.

Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSLs with the matter. If a referral is made about a pupil by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely **on MyConcern.**

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

Managing referrals

The reporting and referral process outlined in the Reporting Safeguarding Concerns Process Flowchart will be followed accordingly (Appendix B) Concerns about a child's welfare will be referred to local authority children's social care using the agreed referral process as outlined in Derby and Derbyshire Safeguarding Children; Making a Referral to Social Care

All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed. When making a referral to CSCS or other external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.

The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved. The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.

The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by CSCS. Where CSCS decide that a statutory investigation is not appropriate, the school will consider referring the incident again if it is believed that the pupil is at risk of harm. Where CSCS decide that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.

At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so. Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm. The school will work closely with parents to ensure that the pupil, as well as their family, understands the arrangements in place, such as in-school interventions, is effectively supported, and knows where they can access additional support.

If after the referral the child's situation does not appear to be improving the DSL should press for re-consideration to ensure their concerns have been addressed and the child's situation improves. The procedures set out in the Multi-Agency Dispute Resolution and Escalation will be followed.

Concerns about school safeguarding practices

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285), contact Ofsted or they can also contact a senior member of the leadership team of the Embark Federation (if not the subject of the concern).

Safeguarding concerns and allegations of abuse against staff (including low level)

All allegations or concerns against staff, supply staff, volunteers and contractors working in the school or on behalf of the school will be managed in line with the Embark Federation Managing Allegations and Concerns (including low level) Policy, a copy of which will be provided to, and understood by, all staff. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations or concerns the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as 'low-level concerns'. Allegations that meet the harms threshold include instances where staff have:

- behaved in a way that has harmed a child, or may have harmed a child
- committed or possibly committed a criminal offence against or related to a child
- behaved towards a child in a way that indicates they may 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.

Low-level concerns will be handled in line with the Embark Managing Allegations and Concerns (including low-level) Policy.

A 'low-level' concern is defined as any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the Local Authority Designated Officer (LADO).

Examples of such behaviour could include, but are not limited to:

- being over-friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- using inappropriate, sexualised, intimidating or offensive language.

The Embark Federation and the school promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This is designed to:

- promote and maintain a culture of openness, trust and transparency where staff are clear about the behaviours expected of themselves and their colleagues
- ensure staff feel comfortable to raise low-level concerns, and
- provide for efficient and proportionate handling of those concerns when raised.

Self- Referral

The Embark Federation and this school will ensure they create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Information sharing

When recording, holding, using and sharing information, the DSL will ensure that they:

- understand the importance of information sharing, both within the school and with other schools on transfer including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale of those decisions. This will include instances where referrals were and were not made to another agency such as LA children's social care or the Prevent program. A record should be kept of any decision made regarding information sharing, whether it is to share information or not. If the decision is made to share information the record should include what has been shared, with whom and for what purpose.
- understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR.

The school operates with regard to HM Government DfE Information Sharing Advice for Practitioners Providing Safeguarding Services for children, young people, parents and carers (2024) and DDSCP Information Sharing Guidance for Practitioners (2022).

If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs. If there is any doubt about information sharing advice should be sought from the Designated Safeguarding Lead or their nominated Deputy.

All staff will be mindful of **The Seven Golden Rules for Sharing Information, see appendix E**

Communication and confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupil(s) involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupil(s) involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with an alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches can be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

Safer recruitment

The school's full policy and procedures for safer recruitment are outlined in the Embark Federation Safer Recruitment Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- are responsible on a daily basis for the care or supervision of children
- regularly work in the school at times when children are on the premises
- regularly come into contact with children under 18 years of age.

The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

The governing team will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors. Additional online searches will be carried out on shortlisted candidates as part of the safer recruitment policy and procedures, and this will be made known.

Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk. The school will have regular reviews of staff following appointment as part of wider approaches to safer working practices.

Referral to the DBS

The school will refer to the DBS, including the Teacher Standards Agency where relevant, anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Single central record (SCR)

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school. This also includes any volunteers and work placements. The Embark Federation encourages schools to use a recognised online system e.g. the SCR Tracker

The following information is recorded on the SCR:

- an identity check
- a barred list check
- an enhanced DBS check
- a prohibition from teaching check
- a check of professional qualifications, where required
- a check to determine the individual's right to work in the UK
- additional checks for those who have lived or worked outside of the UK
- a section 128 check for those in management positions

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e. all checks the school would perform on any individual working in the school or who will be providing education on the school's behalf, including through online delivery) and the date that confirmation was received.

For self-employed persons deployed in the school, the school will also record that all necessary checks have been conducted (i.e. all checks the school would perform on any individual working in the school or who will be providing education on the school's behalf, including through online delivery) and the date that confirmation was received. A risk assessment of the activity will be conducted, shared with the person/s and a record kept.

Relevant checks, at a minimum a DBS (and to assess whether the volunteer requires an enhanced check) will be carried out for volunteers, including parent volunteers. This will also be recorded on the SCR. A risk assessment of the activity will be conducted, shared with the volunteer and a record kept.

Written confirmation that supply agencies have completed all relevant checks will also be included.

This school is free to and will record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the school.

Training

Staff members will undergo safeguarding and child protection training at induction, which will be updated on a frequent basis and/or whenever there is a change in legislation.

The induction training will cover all relevant safeguarding policies provided by the Embark Federation and this school. It will include all policies and information pertaining to the welfare and safeguarding of children, including specific safeguarding issues, managing allegations and concerns, safer working practices, and conduct and behaviour. Part one of the current KCSiE will be read and signed for.

All staff members will also receive regular safeguarding and child protection online modular training, face to face briefings and updates provided by a DSL as required, but at least annually. Training will also cover, at a minimum:

- attendance and vulnerabilities linked to being absent from school
- specific groups of children who are more vulnerable than others e.g. EHE, A looked after child
- the issues surrounding sexual violence and sexual harassment
- contextual safeguarding
- how to keep LAC and PLAC safe
- child criminal exploitation (CCE) and the need to refer cases to the National Referral Mechanism
- updated online safety training
- filtering and monitoring expectations and standards
- making a FGM/Forced Marriage/Prevent referral
- mandatory obligations around reporting FGM and forced marriages.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school. Staff will be given opportunities to enhance their safeguarding skills and knowledge.

The DSL and deputy DSLs will undergo child protection and safeguarding training and update this training at least every two years. The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- the assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements
- how LAs conduct child protection case conferences and child protection review conferences, to enable the DSL to attend and contribute to these effectively when required
- the importance of providing information and support to CSCS
- the lasting impact that adversity and trauma can have
- how to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers
- the importance of internal and external information sharing
- the Prevent duty
- the risks associated with online safety, including the additional risks faced online by pupils with SEND.

Monitoring and review (including QA and audit)

This policy is reviewed at least annually by the DSL and the headteacher and in line with any updates and changes to statutory guidelines applicable to education and safeguarding: KCSiE and Working Together to Safeguard Children.

This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

This school will also undertake an annual school safeguarding audit, provided by the Embark Federation. This will be completed by the senior DSL/Head teacher and will be used to ensure there is a robust approach to child protection and safeguarding in this school. This will be shared with the governing body and a copy sent to the Embark Federation. Any parent/carer or interested party can request to see this.

Appendix A - Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

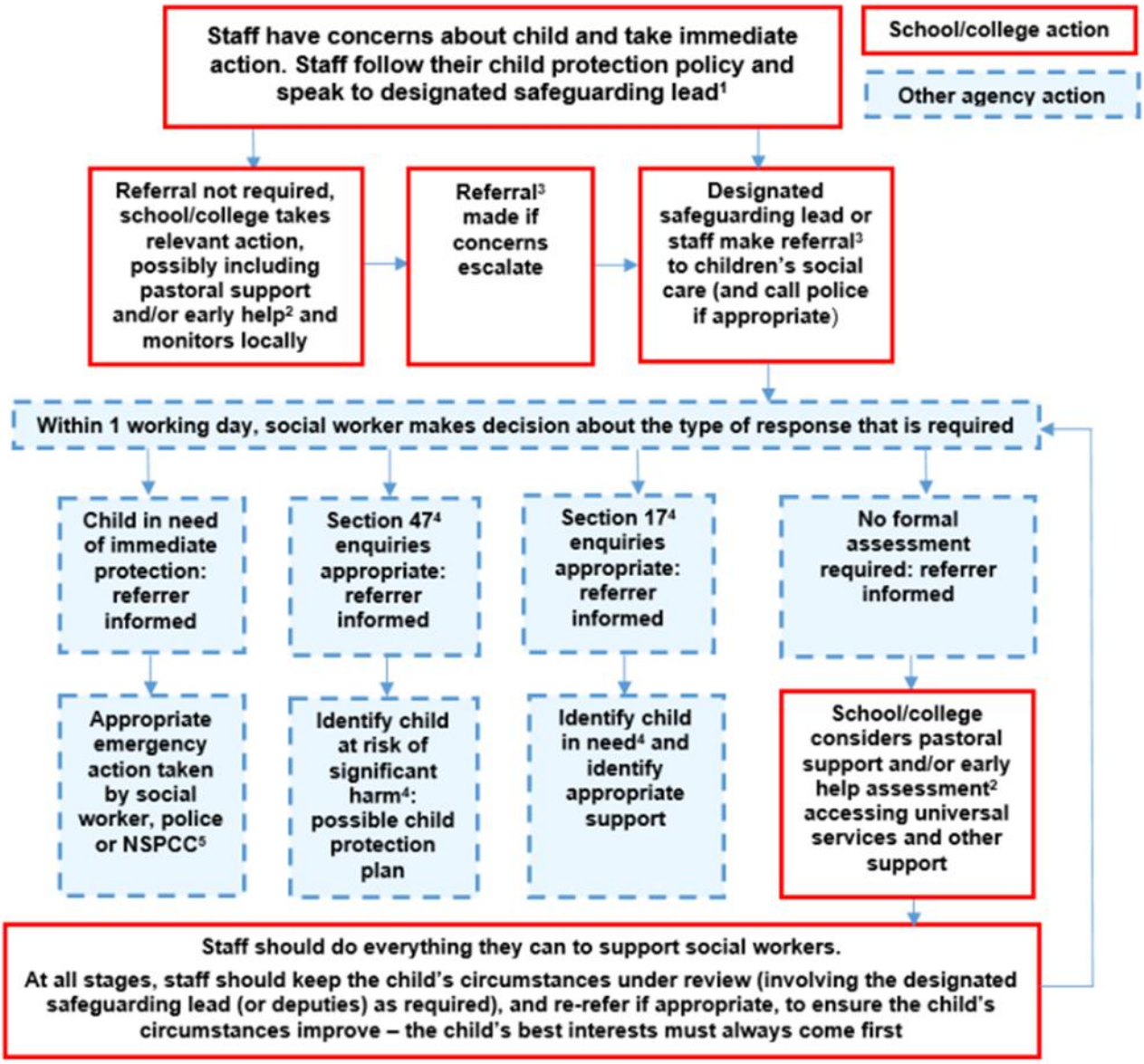
Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.

CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
EHE	Early Help Assessment	An early help assessment is where a lead practitioner (such as a GP, family support worker, family resource worker, school lead, school nurse, teacher, health visitor, and/or special educational needs co-ordinator) makes an assessment of the child's needs.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.

IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.

VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

Appendix B - Safeguarding Flow Chart



Appendix C - Specific safeguarding issues

This appendix sets out details about specific safeguarding issues that pupils may experience and outlines specific actions that would be taken in relation to individual issues.

Domestic abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, **"domestic abuse"** is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. **"Abusive behaviour"** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. **"Personally connected"** includes people who:

- are, have been, or have agreed to be married to each other
- are, have been, or have agreed to be in a civil partnership with each other
- are, or have been, in an intimate personal relationship with each other
- each have, or had, a parental relationship towards the same child
- are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

The school will use the local processes to identify and support children who are living with domestic abuse: and will also receive domestic abuse alerts: **Operation Encompass**

Operation Encompass is known locally as SDAT (Stopping Domestic Abuse Together) and the school follows the DDSCP guidelines DDSCP SDAT guidance

Homelessness

The DSL and deputy DSLs will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include:

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour
- any mention of a family moving home because "they have to".

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

Children absent from education

A child who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. The school will ensure that the response to children who have unexplainable and/or persistent absence from education supports identifying such abuse and helps prevent the risk of pupils becoming absent from education in the future. Staff will monitor pupils that are absent from the school, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Absent from Education Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

The school will follow the DfE's guidance on improving attendance where there is a need to work with children's services due to school absences indicating safeguarding concerns: guidance

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contacts will be held for each pupil where possible. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- the full name of the parent/caregiver with whom the pupil will live
- the new address
- the date from when the pupil will live at that address.

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- the name of the new school
- the date on which the pupil first attended, or is due to attend, that school.

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education
- have ceased to attend the school, and no longer live within a reasonable distance of the premises
- have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age
- have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period
- have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA have been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- the full name of the pupil
- the full name and address of any parent with whom the pupil lives
- at least one telephone number of the parent with whom the pupil lives
- the full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- the name of the pupil's new school and the pupil's expected start date there, if applicable
- the grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents,

e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

Child abduction and community safety incidents

For the purposes of this policy, **"child abduction"** is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

Child criminal exploitation (CCE)

For the purposes of this policy, **"child criminal exploitation"** is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- in exchange for something the victim needs or wants
- for the financial advantage or other advantage of the perpetrator or facilitator
- through violence or the threat of violence.

Specific forms of CCE can include:

- being forced or manipulated into transporting drugs or money through county lines
- working in cannabis factories
- shoplifting or pickpocketing
- committing vehicle crime
- committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- appearing with unexplained gifts, money or new possessions
- associating with other children involved in exploitation
- suffering from changes in emotional wellbeing
- misusing drugs or alcohol
- going missing for periods of time or regularly coming home late
- regularly missing school or education or not taking part.

County lines

For the purposes of this policy, **"county lines"** refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- going missing and subsequently being found in areas away from their home
- having been the victim or perpetrator of serious violence, e.g. knife crime
- receiving requests for drugs via a phone line
- moving drugs
- handing over and collecting money for drugs

- being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- being found in accommodation they have no connection with or a hotel room where there is drug activity
- owing a 'debt bond' to their exploiters
- having their bank account used to facilitate drug dealing.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

Cyber-crime

For the purposes of this policy, **"cyber-crime"** is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- unauthorised access to computers, known as 'hacking'
- denial of service attacks (DoS), known as 'booting'
- making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and remote access trojans (RAT) with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency's Cyber Choices programme.

Child sexual exploitation (CSE)

For the purposes of this policy, **"child sexual exploitation"** is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- in exchange for something the victim needs or wants
- for the financial advantage, increased status or other advantage of the perpetrator or facilitator
- through violence or the threat of violence.

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- appearing with unexplained gifts, money or new possessions
- associating with other children involved in exploitation
- suffering from changes in emotional wellbeing
- misusing drugs or alcohol
- going missing for periods of time or regularly coming home late
- regularly missing school or education or not taking part
- having older partners

- suffering from sexually transmitted infections
- displaying sexual behaviours beyond expected sexual development
- becoming pregnant.

All concerns related to CSE will be managed in line with the school's Child Sexual Exploitation (CSE) Policy.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Modern slavery

For the purposes of this policy, **"modern slavery"** encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

FGM

For the purposes of this policy, **"FGM"** is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. NB: This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- the socio-economic position of the family and their level of integration into UK society
- the pupil coming from a community known to adopt FGM
- any girl with a mother or sister who has been subjected to FGM
- any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- when a female family elder is visiting from a country of origin
- a girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'
- a girl requesting help from a teacher if she is aware or suspects that she is at immediate risk
- a girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the pupil:

- having difficulty walking, sitting or standing
- spending longer than normal in the bathroom or toilet
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- having prolonged or repeated absences from school, followed by withdrawal or depression
- being reluctant to undergo normal medical examinations
- asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of **"'honour-based' abuse (HBA)"**, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Virginity testing and hymenoplasty

Under the Health and Care Act 2022, it is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK. It is also illegal for UK nationals and residents to do these things outside the UK.

Virginity testing – Also known as hymen, "2-finger" or vaginal examination, this is defined as any examination (with or without contact) of the female genitalia intended to establish if vaginal intercourse has taken place. This is irrespective of whether consent has been given. Vaginal examination has no established scientific merit or clinical indication.

Hymenoplasty – A procedure which can involve a number of different techniques, but typically involving stitching or surgery, undertaken to reconstruct a hymen with the intent that the person bleeds the next time they have vaginal intercourse. Hymenoplasty is different to procedures that may be performed for clinical reasons, e.g. surgery to address discomfort or menstrual complications.

Virginity testing and hymenoplasty are forms of violence against women and girls and are part of the cycle of HBA and can be precursors to child or forced marriage and other forms of family and/or community coercive behaviours, including physical and emotional control. Victims are pressurised into undergoing these procedures, often by family members or their intended husbands' family to fulfil the requirement that a woman remains 'pure' before marriage. Those who 'fail' to meet this requirement are likely to suffer further abuse, including emotional and physical abuse, disownment and even honour killings.

The procedures are degrading and intrusive, and can result in extreme psychological trauma, provoking conditions such as anxiety, depression and PTSD, as well as physical harm and medical complications. Staff will be alert to the possible presence of stress, anxiety and other psychological or behavioural signs, and mental health support should be made available where appropriate.

Victims face barriers in coming forward, e.g. they may not know that the abuse was abnormal or wrong at the time, and may feel shameful, having been taught that speaking out against family and/or the community is wrong, or being scared about the repercussions of speaking out. The school will educate pupils about the harms of these practices and dispel myths, e.g. the belief that virginity determines the worth of a woman, and establish an environment where pupils feel safe enough to make a disclosure.

Pupils aged 13 and older are considered to be most at risk, but it can affect those as young as 8, and anyone with female genitalia can be a victim regardless of age, gender identity, ethnicity, sexuality, religion, disability or socioeconomic status. All staff will be aware of the following indicators that a pupil is at risk of or has been subjected to a virginity test and/or hymenoplasty:

- a pupil is known to have requested either procedure or asks for help
- family members disclose that the pupil has already undergone the practices
- pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a long period of time which was not a problem previously
- concern from family members that the pupil is in a relationship, or plans for them to be married
- a close relative has been threatened with either procedure or has already been subjected to one
- a pupil has already experienced or is at risk of other forms of HBA
- a pupil is already known to social services in relation to other safeguarding issues
- a pupil discloses other concerns that could be an indication of abuse, e.g they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling
- a pupil displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behaviour
- a pupil appears fearful of their family or a particular family member
- unexplained absence from school, potentially to go abroad
- changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment.

The above list is not exhaustive, but if any of these indicators are identified, staff members will immediately raise concerns with the DSL. An assessment of the risk they face will be undertaken. If there is believed to be immediate danger, the police will be contacted without delay.

The school will not involve families and community members in cases involving virginity testing and hymenoplasty, including trying to mediate with family or using a community member as an interpreter, as this may increase the risk of harm to the pupil, including expediting arrangements for the procedure.

Forced marriage

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Where an individual lacks the capacity to consent to marriage, coercion is not required for a marriage to be forced.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- being absent from school – particularly where this is persistent
- requesting for extended leave of absence and failure to return from visits to country of origin
- being fearful about forthcoming school holidays
- being subjected to surveillance by siblings or cousins at school
- demonstrating a decline in behaviour, engagement, performance, exam results or punctuality
- being withdrawn from school by their parents
- being removed from a day centre when they have a physical or learning disability
- not being allowed to attend extracurricular activities
- suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media
- having a family history of forced marriage, e.g. their older siblings have been forced to marry
- being prevented from going on to further or higher education
- showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia
- displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or headteacher and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit. The DSL or headteacher will ensure the pupil is spoken to privately about these concerns and further action is taken as appropriate. Pupils will always be listened to and their comments taken seriously.

It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victim's needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

The school will support any victims to seek help by:

- making them aware of their rights and choices to seek legal advice and representation
- recording injuries and making referrals for medical examination where necessary
- providing personal safety advice
- developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

The school will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

The school will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

The school will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school's RSHE curriculum will incorporate teaching about the signs of forced marriage and how to obtain help. Appropriate materials and sources of further support will be signposted to pupils. Pupils will be encouraged to access appropriate advice, information and support.

Teachers and other staff members will be educated through CPD about the issues surrounding forced marriage and the signs to look out for.

Radicalisation

For the purposes of this policy, **"radicalisation"** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, **"extremism"** refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, **"terrorism"** refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may need help or protection.

Staff will use their professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The lead DSL will take responsibility for making a Prevent referral and will keep up to date with local Derby City and Derbyshire referral procedures. This will include a referral into Channel.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as **"the Prevent duty"**. The Prevent duty will form part of the school's wider safeguarding obligations.

The school's procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in the Tackling Radicalisation and Terrorism Prevent Duty Policy. Local procedures and pathway for making prevent referral and seeking advice and support for pupils will be followed:

Refer someone to the Prevent Team | Derbyshire Constabulary

Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of 'Are you a young person with a family member in prison?' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Pupils will be provided with the booklet 'Going to Court' from His Majesty's Court and Tribunal Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

Mental health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSLs.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- increased absence from school
- a change in friendships
- relationships with older individuals or groups
- a significant decline in academic performance
- signs of self-harm
- a significant change in wellbeing
- signs of assault
- unexplained injuries
- unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- being male
- having been frequently absent from school
- having been permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Sexual Offences, consent, upskirting

For the purposes of this policy, **"consent"** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity and have the freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, **"sexual violence"** refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.

- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, **"sexual harassment"** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual harassment can include, but is not limited to:

- sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling
- sexual "jokes" and taunting
- physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature
- online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - the consensual and non-consensual sharing of nude and semi-nude images and/or videos
  - sharing unwanted explicit content
  - upskirting
  - sexualised online bullying
  - unwanted sexual comments and messages, including on social media
  - sexual exploitation, coercion, and threats.

For the purposes of this policy, **"upskirting"** refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the **"consensual and non-consensual sharing of nude and semi-nude images and/or videos"**, colloquially known as **"sexting"**, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, **"indecent imagery"** is defined as an image which meets one or more of the following criteria:

- nude or semi-nude sexual posing
- a child touching themselves in a sexual way
- any sexual activity involving a child
- someone hurting a child sexually
- sexual activity that involves animals.

Adult involvement in youth-produced sexual imagery

The school's full response to youth-produced sexual imagery (YPSI) is outlined in the Online Safety Policy which includes national guidance, see Annex A assessing adult involved incidents in Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK

Sexually motivated incidents

The school will remain aware that not all instances of YPSI will be between children and young people, and in some cases may involve adults posing as a child for the purpose of obtaining nude and semi-nude images from persons under 18.

Staff will be aware of the signs that an adult is involved in the sharing the nude or semi-nude images. These include:

- being contacted by an online account they do not know but appears to be from somebody under the age of 18
- quickly being engaged in sexually explicit communications
- the offender sharing unsolicited sexual images
- the conversation being moved from a public to a private and/or encrypted platform
- being coerced or pressured into doing sexual things, including producing sexual imagery
- being offered money or gifts
- being threatened or blackmailed into sharing nude or semi-nude images, and/or further sexual activity.

Financially motivated incidents

Financially motivated incidents of YPSI involving adults may also be called **"sextortion"**, where the offender threatens to release nudes or semi-nudes of a child or young person unless they do something to prevent it, e.g. paying money. In these cases, offenders often pose as children and:

- groom or coerce the victim into sending nudes or semi-nudes in order to blackmail them
- use images that have been stolen from the child or young person, e.g. via hacking
- use digitally manipulated and/or AI-generated images of the child or young person.

Staff will be aware of the signs of sextortion, which include:

- being contacted by an online account they do not know but appears to be from somebody under the age of 18
- quickly being engaged in sexually explicit communications
- the offender sharing sexual images first
- the conversation being moved from a public to a private and/or encrypted platform
- being told their online accounts have been hacked in order to obtain images, personal information, and contacts
- being blackmailed into sending money or sharing bank account details
- Being shown stolen or digitally manipulated/generated images of the victim.

Appendix D - Important Contact Details

Key Local Safeguarding Contacts

	Derbyshire	
Family Help Service	Family help service - Derbyshire County Council Requests for support from professionals, should be made via the online request for support unless a child is at risk of Significant Harm	
Speak to a Social Worker for thresholds advice and consultation	Starting Point Consultation and Advice Service for Professionals 01629 535353	
Referrals to Local Authority Children's Social Care	**Derbyshire Call Derbyshire (Starting Point):** Tel: 01629 533190 24/7, 365 days per week Derbyshire contact and referral service for concerns that a child/adult over 18 is suffering or at risk of significant harm. All other requests for support for children and their families use an on-line referral form www.derbyshire.gov.uk/startingpoint	
Local Authority Designated Officer (LADO)	Derby and Derbyshire LADO referral found here Documents Library Email: professional.allegations@derbyshire.gov.uk	
Police	• 999 for emergencies or 101 for non-emergencies • Mandatory reporting of Female Genital Mutilation (FGM) via 101	
Prevent (radicalisation and extremism)	Police Prevent (radicalisation/extremism) Team on 101 or directly via 0300 1228694 Prevent/channel referral www.saferderbyshire.gov.uk/preventreferral For advice contact: Derbyshire - 01629 538473 or prevent@derbyshire.gov.uk	
Education Welfare and Local Authority Children Missing Education CME) Officer	CME: CS.CMECoordinators@derbyshire.gov.uk See Children missing from education (CME) policy and guidance and Removal from school roll for further information	
Virtual School for Looked After Children	Rachel Moore, Head of the Virtual School for Children in Care Tel: 07798 882876 The Virtual School (Derbyshire) email: virtualschool@derbyshire.gov.uk Tel: 01629 538028	
Emotional Health and Well-being Services	emotional well-being and mental health services, Mental Health Specialist Community Advisors. Derby and Derbyshire Mental Health Pathway Guidance	
Domestic Abuse	Safer Derbyshire domestic abuse webpage Derbyshire constabulary - information and advice about domestic abuse webpages	
Harmful Sexual Behaviour Service	Action for Children Pathway Programme Service for harmful sexual behaviours. Please note this service is for children in Derbyshire who are living with their birth family. pathwayservice@actionforchildren.org.uk	
Cyberchoices	For children at risk of being drawn into cybercrime via East Midlands Cyber Secure	
Homelessness or at risk of homelessness	Derby city council homelessness webpages	Derbyshire county council housing support webpage

Key National Contacts

Organisation	Description and contact details
NSPCC helpline for adults	Helping adults protect children 24 hours a day. For help and support, including anyone needing advice about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trained helpline counsellors on: • Text 88858 • 0808 800 5000 • help@nspcc.org.uk
NSPCC helpline Report Abuse in Education	Bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals who need support and guidance: • 0800 136 663 • help@nspcc.org.uk
NSPCC Whistleblowing Advice	Free advice and support for professionals concerned about how child protection issues are being handled in their organisation: • 0800 028 0285 • help@nspcc.org.uk
UK Safer Internet Centre professional advice line	Helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care: • 0844 381 4772 • helpline@saferinternet.org.uk
Police Anti-Terrorist Hot Line number	0800 789 321
National Domestic Abuse Helpline	Hosted by Refuge, Helpline 0808 2000247
Domestic Abuse	Operation Encompass Resources for schools include free advice from an Education Psychologist about how best to support children via National Helpline 0204 513 9990
Report harmful online content	• UK Safer Internet Centre – report online harm. A national reporting centre that has been designed to assist anyone in reporting harmful content online • CEOP – to report online sexual abuse or the way someone has been communicating online
Harmful Sexual Behaviour Support Services	• SWGfL Harmful Sexual Behaviour Support Service for the children's workforce 0344 2250623 or email hsbsupport@swgfl.org.uk • Stop it now! For worries about a child's sexual behaviour, 0808 1000 900
Police	When to contact the Police: when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk)
Cybercrime	www.saferderbyshire.gov.uk/cyberchoices
Child on child sexual violence and harassment	Lucy Faithfull Foundation's Shore space offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours.

Appendix E – The Seven Golden Rules for Sharing Information

The Seven Golden Rules for Sharing Information

1. **All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them.** The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework1 to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.

2. **When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why.** You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).

3. **You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm**. You need a lawful basis to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm, consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible. This means you should consider any objection the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.

4. **Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case.** Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information. Instead, find out who in your organisation/agency can provide advice about what information to share and with whom. This may be your manager/supervisor, the designated safeguarding children professional, the data protection/information governance lead (e.g., Data Protection Officer), Caldicott Guardian, or relevant policy or legal team. If you work for a small charity or voluntary organisation, follow the NSPCC's safeguarding guidance.

5. **When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.**

6. **Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support, and only share the information they need to support the provision of their services.** Sharing information with a third party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.

7. **Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information.** When another practitioner or organisation requests information from you, and you decide not to share it, be prepared to explain why you chose not to do so. Be willing to reconsider your decision if the requestor shares new information that might cause you to regard information you hold

in a new light. When recording any decision, clearly set out the rationale and be prepared to explain your reasons if you are asked

Taken from DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers (2024)