



Safeguarding, Child Protection and CME Policy and Procedures

This policy applies to EYFS as well as whole school

Owner	Designated Safeguarding Lead Senior and Primary.
Authorised by	Head and Governors
Dated	September 2020
Review	September 2021

Related documents:

- Anti-bullying Policy*
- Behaviour and Discipline Policies*
- Alcohol and Drugs policy
- Health and Safety Policy*
- Use of Force to Restrain Pupils Policy
- Confidentiality Policy
- Complaints Policy*
- Staff and Safer Recruitment Policy
- Code of conduct for Safe Practice – staff
- ICT policy
- Computing Rules and E-Safety Agreement – Primary and Seniors
- REGISTRATION OF PUPILS (attendance and central admissions register)
- Work Experience policy
- Trips, Visits and Events policy
- Useful contact numbers for safeguarding

Useful publications:

- “Keeping Children Safe in Education (KCSIE – updated annually in September; see latest version)
- Working Together to Safeguard Children (2018) (WTSC)
- “What To Do If You’re Worried A Child Is Being Abused” Summary: Department for Education
- “Protecting All God’s Children”. The Child Protection Policy for the Church of England 4th Edition 2010

- “Dealing with Allegations of abuse against Teachers and Other Staff” 2012
- Children Missing from Education (CME) processes and procedures, Derbyshire
- Prevent Duty Guidance: for England and Wales (March 2015) (Prevent).
- The Prevent duty: Departmental advice for schools and child-minders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Websites:

- www.everychildmatters.gov.uk
- www.teachernet.gov.uk
- www.derbyshirescb.org.uk

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A. Policy Aims: Introduction

Derby High School is committed to safeguarding and promoting the welfare of children. We practise a child-centred approach to safeguarding. All pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. This Safeguarding Policy forms a fundamental part of our approach to providing excellent pastoral care to all pupils, including young people who may be over the age of 18 years. Mental and Physical wellbeing are both of equal and utmost importance.

Children and vulnerable young adults have the right to achieve and maintain a reasonable standard of health and development. The school is committed to protecting all children from abuse of any kind, whether inside or outside school, and to recognise when they are children in need of support from other agencies e.g. those with mental health issues. We also recognise that some children are more vulnerable to abuse than others. This policy aims to ensure that all children have access to the best possible outcomes and that they grow up in circumstances consistent with safe and effective care.

This document follows the guidance in KCSIE (September 2020), Working Together to Safeguard Children (2018) and the requirements of the Local Safeguarding Children Board (LSCB) for Derby & Derbyshire, including its thresholds for referrals. Copies of the latest versions of the School's Safeguarding and Child Protection policies are available to all staff. In addition, all staff are asked to read KCSIE (latest version) guidance. Staff will confirm when they have read and understood KCSIE, part i.

Derby High School seeks to provide a safe environment in which children can learn and develop through the:

- Anti-bullying Policy*
- Behaviour and Discipline Policies*
- Health and Safety Policy*
- Use of Force to Restrain Pupils Policy
- Confidentiality Policy
- Complaints Policy*
- Camera and Photography Policy
- Staff and Safer Recruitment Policy
- Code of conduct for Safe Practice – staff
- Staff ICT and social media policy
- Computing Rules and E-Safety Agreement – Primary and Seniors
- E-safety policy*
- Safeguarding Policy*

*Policies marked with an asterisk are available on the school website; the other policies may be requested from the school office.

Through the ethos of the school, the pastoral care and the PSHE programme, children are equipped with the skills they need to recognise and keep them safe from abuse and harm (including online). Children at Derby High feel secure and know that there are adults in the school whom they can approach if they are worried and know that they will be listened to. The older pupils know the designated safeguarding lead (DSL) for the Senior school.

Staff wear green lanyards for identification purposes.

External doors have codes which are changed termly, and more often if a security breach requires such.

Derby High School ensures that young people are protected from possible abuse from those adults who are responsible for their care in the school, through its procedures for recruitment, through staff training and new staff induction. The staff at Derby High are informed how to recognise child abuse and what to do if child abuse is suspected.

The following acronyms are used in this policy:

CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
DBS	Disclosure and Barring Service
DSL	Designated Safeguarding Lead
EHA	Early Help Assessment
KCSIE	Keeping Children Safe in Education (statutory guidance)
LADO	Local Authority Designated Officer
LSCB	Local Safeguarding Children Board
MAT	Multi-Agency Team
SSD	Social Services Department
TAC	Team around the Child

In addition, 'children' in this context refers to all young people under the age of 18.

Derby High works with Multi-Agencies - Derby & Derbyshire Safeguarding Children Board and any other LSCB as necessary) – contact details and web address are given in Appendix 1. The school contributes to inter-agency working in accordance with Derby/Derbyshire Safeguarding Boards e.g. EHA, TAC and local MAT teams and organisations such as CAMHS and Safe and Sound as necessary.

In response to global events in 2020, DHS has taken the advice of Derby/Derbyshire safeguarding board and added a COVID-19 addendum to this policy which can be found on the school website and in the shared staff area. This is regularly reviewed and updated as government guidance is modified. See also <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Safeguarding Roles and Responsibilities

1. Designated Safeguarding Lead (DSL)

The School has appointed two Designated Safeguarding Leads. The Designated Safeguarding Leads and their deputies are members of the School's Senior Leadership Team with the necessary status and authority to take lead responsibility for child protection matters. This responsibility cannot be delegated. The School will ensure that the Designated Safeguarding Leads are given the time/cover, funding, training, resources and support to fulfil their role. The DSLs are the most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns. It is also their responsibility to promote the best possible educational outcomes for all children, but in particular for those children in need or allocated a social worker. The DSLs at the School are:

The Senior School

Designated Safeguarding Lead

Mrs Claire Bellman – Assistant Head – Head of Sixth Form

Phone: 01332 514267 (school switchboard)

Email: cbellman@derbyhigh.derby.sch.uk

Deputy Designated Safeguarding Lead
Mrs Anna Jordan – Deputy Head
Phone: 01332 514267 (school switchboard)
Email: ajordan@derbyhigh.derby.sch.uk

The Infant and Junior School

Designated Safeguarding Lead
Mrs Rachel Youngman – Assistant Head Primary
Phone: 01332 514267 (school switchboard)
Email: ryoungman@derbyhigh.derby.sch.uk

Deputy Designated Safeguarding Lead
Mr Chris Horne –Primary
Phone: 01332 514267 (school switchboard)
Email: chorne@derbyhigh.derby.sch.uk

Any decision about when or if to contact parents will be made in consultation with the Head, **Mrs Amy Chapman** (Designated Safeguarding Officer, DSO). It is noted that parental consent is not required for referral to statutory agencies where there is concern about a child's safety.

The DSLs will ensure that there is always cover for their role (out of hours and out of term activities) and that arrangements for cover are communicated clearly to staff. Please be aware that out of hours, and in particular during holiday periods, the DSL may not pick up emails as frequently. Any safeguarding concerns will be prioritised at the earliest opportunity but this could be the start of the next school term.

Mrs Claire Bellman is also the CSE lead for the senior school. Mrs Rachel Youngman is the CSE lead for the Primary school. Miss Carole Riley is the CSE staff link.

The nominated Governors for Safeguarding and Child Protection are **Dr Richard Faleiro** and Mrs Jane Bullivant Chair of Governors. They can be contacted via email – richard.faleiro@derbyhigh.derby.sch.uk and bullivantj263@derbyhigh.derby.sch.uk respectively.

1. DSL responsibilities

The DSLs maintain an overview of Safeguarding in the school. The DSLs will refer all cases where a child is in need of help or at risk to the local authority children's social care and will contact the police if a crime may have been committed. For allegations against a person working in the school, the DSL will report the matter immediately to the Head or to the Chair of Governors if the allegation is against the Head. (See below – section for Allegations against staff.)

The DSLs maintain links with Derby/Derbyshire Safeguarding Children Board and communicates as appropriate..

The DSLs keep staff aware of child protection procedures and deliver training to new staff and volunteers so that they understand their responsibilities in being alert to the signs of abuse and to the risks of radicalisation and their responsibility for referring any concerns to the DSLs. (See later section – Training)

If one DSL is off site the other should be referred to; if both are out, the Head is trained and will assume this role.

Derby High School follows the procedures set out by the Derby and Derbyshire Safeguarding Children Board. The local procedure is for the initial contact to be via the given telephone number (See Appendix 1) and to speak to the Duty Officer. Although staff should aim first to speak to the DSL, any member of staff may contact the Derby/Derbyshire Children's Social Care directly (in an emergency or if there is concern that appropriate action has not been taken). The **contact details can be found in Appendix 1**. In such cases, staff will be reporting the issue as individuals and not on behalf of the school.

Where a child is allocated a social worker, it is the DSL's responsibility to communicate closely with the social worker to ensure that we promote the best education outcomes for that child. This also need to be taken in account when deciding on action required regarding other aspects of their education such as absence or achievement.

In accordance with the Derby and Derbyshire Safeguarding Children Procedures, children who go missing and who have a safeguarding plan are sought out immediately. See additional policy.

Derby High contributes to multi-agency working in Derby and Derbyshire Safeguarding Children Board (for example TAC, MAT, CAMHS).

DSLs are also responsible for Pupil Record Transfer.

For children with a current safeguarding file the DSL will ensure that this is transferred securely and separate from the main pupil file to the new school or college's DSL as soon as possible. The DSL will consider whether it is appropriate to share any information with the new school or college in advance of a pupil leaving, in addition to the child protection file. The DfE gives the example of information that would allow the new school or college to continue supporting a victim of abuse and have the appropriate support in place for the pupil's arrival.

Whilst there is no legal requirement to transfer other information about a pupil from one school to the next it makes sense to share information. The local authority request that, where a case is closed, schools should not pass on information. However, the authority would hold information from a previous case, so that if new concerns are raised then the previous case detail can be retrieved, as this would not be destroyed centrally.

Refer to non-statutory advice 'Information Sharing' (March 2015).

It is worth noting that GDPR does not apply when keeping children safe. Information should be shared with partner authorities when and if it is in the best interests of the child.

2. All Staff, Governors and those working within the school:

- are aware of the Private Fostering and have an understanding of host families (KCSIE September 2020) and recognising they have a duty to notify the local Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered or subject to a host family arrangement which is unclear or ambiguous;
- are aware of Extremism, which include the signs of, alerts to concerning behaviours, and ideologies considered to be extreme; as well as having an understanding of the British Values Agenda.
- know about Prevent duties and will report any concerns to the Designated Safeguarding Lead in the school who has responsibilities under Prevent to take action, offer advice and support which may include a referral into Channel using the case pathway process;
- should recognise that children are capable of abusing other children or their peers, working to reduce and eliminate such behaviour in their setting.
- recognise that children living away from home may be more vulnerable and require specific support.
 - Reporting any suspicion or confirmation of abuse immediately to the DSL and recording the incident carefully and appropriately as soon as possible.

Derby High School recognises the importance of learning from national and local Serious Case Reviews and Thematic Learning Reviews. We are aware of the impact this has on how we carry out our Safeguarding and Child Protection responsibilities and roles.

We also recognise the need to safeguard the wellbeing of our staff, especially when dealing with sensitive safeguarding issues, whether it is a single disclosure or over a substantial period of time. The safeguarding team will support the member of staff as best they can, including considering if counselling should be required. This will be discussed on a case by case basis.

3. Whistleblowing

Derby High aims to have a culture of safety and raising concerns. The school values staff and expects staff and management to be reflective, review their practice and act on concerns. Staff are encouraged to raise concerns related to treatment of children or unsafe practices and expect these to be acted upon. Provision is made for “**whistle blowing**” which is done in good faith, where there is concern about another member of staff or the practices of a colleague. Immunity from retribution is afforded. The Public Disclosure Act 1998 protects the Whistle-blower. (See later- Procedure for allegations against staff). See also full Whistleblowing Policy section in the Employment Manual page 58.)

4. Review

The Governing Body undertakes an annual review of the policies and procedures relating to safeguarding to ensure that their duties have been discharged and that the efficiency of the procedures is monitored. This review is recorded in the minutes of the meeting.

An **annual Safeguarding Audit** is undertaken, by the DSLs and in liaison with DDSCB, and a plan of action created for any potential improvements identified. This is signed by the Governors in charge of Safeguarding. Governors in charge of safeguarding are also kept fully informed of issues and where necessary they will liaise with the local authority on safeguarding issues or in case of allegations against the Head.

The Safeguarding policy is reviewed annually by members of the Senior Leadership Team and the Governor representative and any necessary amendments made. Any deficiencies or weaknesses in safeguarding arrangements are remedied without delay. See also **Safeguarding Audit and Action Plan**.

If there were a substantiated allegation against a member of staff, the school would work with the LADO to determine whether any improvements in procedure and practice were needed for the future.

5. Records

Appropriate, secure and separate records of safeguarding concerns are maintained.

6. Recruitment and Selection

(see also **Staff Safer Recruitment Policy** – accessed by staff in the Staff Handbook on the Shared Drive or by parents on request from the school office)

Derby High School recognises that all vacancies in a school whether teaching or non-teaching positions (including Governors), represent an opportunity for unsuitable people to seek employment to gain access to children. Derby High School adopts all the recommendations of safe recruiting advice in KCSIE and Disclosure and Barring Service. At all points during the recruitment and selection process those members of staff responsible for the procedures will be vigilant in the need to help deter, reject or identify people who might be unsuitable to work with children.

- Derby High School includes the following sentence in all job information in response to enquiries for specific jobs: “The school has rigorous safeguarding procedures in place and the person

appointed will be asked to supply information confirming identity and qualifications and will be subject to an enhanced DBS check". (Whilst the exact wording of the sentence may be changed from time to time it will always clearly demonstrate the school's commitment to safeguarding.)

- Derby High School takes up references, looks into career history and ascertains the reasons for an applicant to leave previous employment.
- A central register is kept within the school to ensure that all records are maintained.
- At least one person on an interviewing panel involved in the appointment process for new staff has attained safer recruitment training.
- All adults (including Governors and volunteers) who may have individual access to pupils are subject to an enhanced DBS check initiated by the Bursar's department. Section 128 checks should also be carried out on school governors, as individuals subject to the check are disqualified from being a governor. DBS checks are not mandatory for associate members appointed by the governing board.
- Teaching staff are subject to a prohibition order check.
- Any temporary staff, obtained through a supply agency or external organisation must already have an enhanced DBS check from the agency. This is verified by the Bursar's department, along with photographic evidence of identification (e.g. passport, driving licence).
- To comply with the Childcare (Disqualification) Regulations 2009, Derby High School ensures that staff and volunteers working with children under the age of 8 or in management sign a declaration to confirm that they are not disqualified from working with children under the Regulations. This includes disqualification by association.
- Volunteer staff and parents who are helping within school over a period of time are DBS checked by DHS or are escorted at all times when on site during term time.

7. Visitors

See Appendix I – Visitors to School policy

8. Visiting speakers

See Appendix I – Visitors to School policy and the Staff and Safer Recruitment policy

9. Non-DHS employees

It is the responsibility of the person organising on-site work by an outside agency or any offsite visits of any duration to obtain assurance that appropriate safeguarding checks and procedures apply to any staff employed by another organisation and working with the pupils.

Assurances are sought that employees of other agencies have had enhanced DBS checks if they supervise pupils on another site other than the school (e.g. sports centres, training centres).

This policy is provided to all adults and volunteers working in the school and to older pupils in positions of responsibility. It is available to all parents and prospective parents to view on the school website and a hard copy is available on request through the school office.

See Appendix I – Visitors to School Policy

10. Staff Training

All members of staff and volunteers, including temporary supply staff (all individuals working in or for the school) and the governing body know the name of the designated safeguarding leads and the Governor responsible for safeguarding. All members of staff receive regular safeguarding training (level 1) (this will include Prevent awareness training and SDAT training) through inset and twilight sessions. In addition, staff also receive regular safeguarding and child protection updates as required, but at least annually.

The School's Designated Safeguarding Leads receive local inter-agency training. The Head, the DSLs, the Governors responsible for safeguarding, and other key pastoral staff have all received Level 2 Safeguarding training in support of their roles, which is updated every 2 years.

Staff have been made aware of the risks of radicalisation and the need to be vigilant in this area.

A written record is kept of all staff training.

11. New Staff Induction

All new staff, including temporary staff and volunteers, are given and confirm they have read:

- Safeguarding, Child Protection and CME Policy
- KCSIE Part 1 (at least, depending on role)

KCSIE can be accessed using the following web address:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf Code of Conduct for Safe Practice
- Use of Force policy
- Anti-Bullying Policy
- ICT policy
- First Aid policy
- Health & Safety policy
- Data protection Policy (GDPR)
- Complaints policy
- Teaching Staff Induction Handbook

New staff will receive specific induction training by the DSLs to ensure that they have a full understanding of the school's procedures for safeguarding and the specific documents listed above. This training will also include the school's policy on procedures to promote safe working practice and to avoid false allegations of inappropriate behaviour by the member of staff and what to do if the allegation is against an employee of the school. All new members of staff will be given full documentation to assist them to recognise signs of abuse, how to respond to a pupil who seeks to reveal incidents which are safeguarding concerns and what to do following such a revelation. The DSL will give training to all Peripatetic staff, Sixth Form Senior Prefects and guidance to pass on concerns to Lower Sixth mentors of younger pupils.

Members of staff (including those working in EYFS) are made aware that inappropriate use of mobile phones, cameras and video equipment may be the cause of allegations against the member of staff and should therefore exercise caution.

- Please see the ICT policy and the Staff Code of Conduct for Safe Practice, for further information.

12. Work experience and checking.

Work Experience in Y10 is arranged and administered centrally by school. Most Work Experience placements for Y10 students are arranged via The Derbyshire Database. The school pays a fee for this service and the administration and relevant checking is done by Derbyshire County Council. This includes Health & Safety, Safeguarding and DBS checks.

For the small number of students who arrange their Work Experience placements independently of school, wherever possible these are referred to the Derbyshire Database for the relevant checks to be made. For the remainder of placements, e.g. those far from school or abroad, all reasonable steps are taken to ascertain the suitability of the placement. Parents are required to sign a form accepting responsibility for all aspects of the work placement.

Students in the Sixth Form make their own Work Experience arrangements, sometimes via third parties e.g. Hospex. In these cases all relevant checks are carried out by the provider.

In all cases, students and parents are briefed as to how to proceed if they are concerned about any aspect of a Work Experience placement. In almost all cases this involves getting back in touch with school as soon as possible.

Please see Work Experience policy for details of the administration of work experience placements.

13. What to do if you suspect a child is “in need”:

Staff should always have the attitude ‘it could happen here’. All staff are trained on how to identify if a child may need ‘early help’.

Safeguarding and promoting the welfare of children is everyone’s responsibility. No single professional can have a full picture of a child’s needs and circumstances. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

If staff suspect a student is being bullied, they should refer to the ‘Anti-Bullying policy’, which can be found on the website.

School staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

Any concern, allegation or incident of abuse must be referred immediately to the Designated Safeguarding Lead. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the Designated Safeguarding Lead. If staff have concerns about a child (as opposed to a child being in immediate danger or at risk of harm – see below) they will need to decide what action to take. All staff should be prepared to identify children who may benefit from early help, that is, support as soon as a problem emerges. Such problems should be discussed in the first instance with the Designated Safeguarding Lead, who will lead on all early help. The early help process may also involve sharing information with other professionals and contributing to an early help assessment.

The following indicators may help staff recognise the potential need for early help:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child.

Starting Point is Derbyshire's first point of contact and referral service for Children; including advice, support and next steps - Early Help and intervention (MAT) and for welfare and Child Protection concerns.

An additional note regarding mental health concerns:

We have regular assemblies for the students and briefings for the staff during meetings and INSET regarding this. Our pastoral system allows our tutors to get to know our students really well and they are encouraged to share their thoughts and feelings with a trusted member of staff. Our Chaplain is trained as a mental health first aider and acts as an in-house first point of call for mental health issues, meeting with some students on a regular basis. Regular training occurs for the pastoral team, and a regular pastoral briefing weekly for the whole staff ensures that staff are kept up to date with need to know information regarding the mental health of our students. A bi-weekly Pastoral and Safeguarding meeting (on rotation) ensures that senior staff have the time to discuss these cases individually and respond and review cases as required. Staff should report any concerns to the DSL as ever in cases of potential safeguarding issues. This is because mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. DHS accesses a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies, especially through working with our Chaplain. We are currently developing a policy based on this area, with the Chaplain formulating a whole school approach as a mental health lead.

If a child is in immediate danger or at risk of harm, this must be reported immediately to the Designated Safeguarding Lead, who will make a referral to children's social care and/or the police immediately. It is not the responsibility of the School to investigate suspected or alleged abuse; this is the role of the Police and Social Services. Information should be shared as soon as possible in order to ensure the safety of the child.

The DSL will ensure that the circumstances are constantly reviewed to ensure that the wellbeing of the child is a priority – the child's best interests must come first at all times. Where possible, the child's wishes and feelings should be taken into account, but again it is their best interests that remain paramount.

14. Recognising Child Abuse (see also appendices C and D)

Child abuse can be physical, sexual, emotional or neglect. Recognition of signs and symptoms is dependent upon professionals being open to the possibility of non-accidental injury or other forms of abuse and sharing possible concerns. The dangers of Children Missing from education and the possibilities of CSE (Child Sexual Exploitation), FGM (Female Genital Mutilation) and radicalisation/being drawn into terrorism have to be considered. Serious Violence, Physical abuse, sexual violence and sexual harassment also need to be high in our awareness and dealt with as set out in this policy and in accordance with KCSIE. See Appendix 2 for definitions and signs and further guidance is included in KCSIE (see link above). It is the responsibility of staff to report concerns, not to decide whether it is child abuse or not. Contact details for advice and support about extremism are given in **Appendix 1**. Upskirting is now an offence and has been added to information regarding peer-on-peer abuse in KCSIE 2019. Further updates regarding upskirting. Including the fact that it is not gender specific and can happen under any item of clothing are available in KCSIE 2020.

The warning signs: no single symptom or sign is sufficient to confirm that abuse is taking place. Derby High School provides an appendix at the end of this document informing staff of the indicators of child abuse. See also KCSIE Part 1 (link given above).

It is accepted that there will be different responses between safeguarding children who have suffered or are at risk of suffering serious harm and those in need of additional support from one or more

agencies: the former will be reported to Derby/Derbyshire Children's Social Care immediately and the latter will be referred for local inter-agency assessment (for example CAF and TAC approaches).

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

15. What to do if you suspect a child is at risk:

Concern about a child – procedures: see also the flow chart in Appendix 1

Concerns include child abuse, FGM, CSE, being drawn into terrorism.

Safeguarding is everyone's responsibility (staff, parents or visitors to Derby High School)

- If anyone suspects that a child may be at risk of harm or if a pupil discloses something that points to this, it is the responsibility of the person concerned to report their concerns as soon as is practicable and before leaving the site to the named member of staff responsible for safeguarding in that area of the school. Anyone has the right to refer directly to Derby/Derbyshire Children's Social Care and the telephone numbers of the local contacts are at the end of Appendix 1.
- Even if the detail seems trivial, if something causes concern, pass the detail on and keep a record of having done so. Do not keep a record of the detail yourself. Concerns are to be recorded on a DHS referral form found in the staffroom/ in the safeguarding folder in the shared area.
- Never promise a child who wishes to talk to you in confidence that you will not tell anyone else. (See the Confidentiality Policy).
- Do not investigate the matter yourself, do not ask leading questions or ask for evidence, but pass on the detail, as divulged by the pupil. The school's DSLs in consultation with the Head will decide what course of action should be taken, including contact with the local Derby/Derbyshire Children's Social Care, NSPCC or Police within 24 hours of a disclosure or suspicion of abuse. When deciding whether to make a referral over borderline cases, any doubts and concerns will be discussed with the First Contact Team at CSC or the local authority designated officer or team of officers LADO(s).
- If staff or parents have concerns about possible radicalisation or a student being drawn into terrorism they should also report their concerns as soon as possible to Derby PREVENT – see contact detail in Appendix 1
- If staff suspect that an act of FGM has been carried out, it is essential that this is reported to the DSL, CSC and the police (**Derby Police: call 101**); this is now a legal requirement for all staff. If staff discover that an act of FGM has taken place they must report it directly to the Police and then report the matter to the DSL.
- If staff become aware of sexting (the sending of an indecent image) they should report their concern to the DSL as soon as possible. The sending of an indecent image can be illegal. A person under 16 is committing an offence if they send an indecent image of themselves and someone passing this on is also distributing an indecent image of a child. The School seeks to protect children from sexting and the significant impact it can have. Do not ask to see the image and politely decline if this is offered.
- In the event of pregnancy, if the girl is under 16, a decision needs to be taken as to whether there are any child protection issues and whether, therefore, either police or social services should be contacted. This should be done in consultation with the DSL. A child under 13 does not under any circumstances have the legal capacity to consent to any form of sexual activity and whether they give consent is irrelevant. Where a member of staff is made aware that a pupil under 13 is engaging in sexual activity, he/she must inform the safeguarding lead

immediately. The DSL is then responsible for informing the relevant authorities. If a young person aged 13-16 is believed to be engaging in sexual activity, the member of staff must still inform the DSL immediately so that it can be decided whether there are child protection issues in that case and the appropriate action can be taken.

- Allegations of **abuse by a pupil or pupils against another pupil** (if not dealt with under the anti-bullying policy) will be dealt with according to these procedures. If there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm or stress, the case will be referred to local agencies. On no account should the pupil against whom the allegations have been made be approached by the person to whom the initial disclosure has been made. It is expected that for a disclosure of pupil on pupil abuse, both perpetrator and victim would be treated as 'at risk'.

16. Informing Parents

Parents play an important role in protecting their children from abuse and will normally be kept informed, as appropriate, of any action to be taken under these procedures. However, there may be circumstances when the DSL or Head will need to consult the Designated Officer, children's services and/or the police before discussing details with parents e.g. where the concern relates to the pupil's home life or the police are involved in the matter. In relation to Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public. KCSIE 2020 states that DSLs should use the serious harm test in order to confirm whether to share information with the parents in each case. The child's best interests remain priority in considering the decision made in this case. GDPR does not apply when it comes to keeping children safe. See sharing information appendix.

17. Allegations against Staff - procedures

- Allegations against an employee or volunteer at the school should be reported directly and immediately to the Head, or in their absence, to the Chair of Governors. This would include any supply staff employed by the school.
- Allegations can now include those that suggest 'transferrable risk', i.e. where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home.
- If the allegations are against the DSLs, the matter should be reported to the Head.
- If the allegations are against the Head, then the matter should be reported directly to the Chair of Governors without informing the Head. The Chair of Governors will liaise directly with the local authority (Derby) in the case of any allegation against the Head.
- In the case of allegations or concern about a member of staff or volunteer who has behaved in such a way that has harmed or may have harmed a child or who has possibly committed a criminal offence against a child or who has behaved in such a way that indicates unsuitability to work with children, the Derbyshire Local Authority Designated Officer or team -LADO(s) (or in the most serious cases, the police) will first be consulted for advice by the Head **before** any internal investigations are carried out.
- The LADO(s) provides advice and presides over investigation of allegations or suspicions of abuse for anyone working in school.
- The LADO(s) will be informed within one working day of all allegations that come to an employers' attention or that are made directly to the police.
- Discussions with the LADO(s) will be recorded in writing and communication with both the individual and the parents of the child/children agreed with the LADO(s).
- When reviewing the circumstances of the case, the school will consider carefully whether the situation warrants suspension or whether alternative arrangements should be put in place. The views of the LADO(s) will be considered when making the decision.

- When an allegation is made against a member of staff, the school will make every effort to maintain confidentiality and guard against unwanted publicity until the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

18. Reporting matters further

Staff should be aware that in serious cases the school has an obligation to fulfil the following duties of reporting the matter further:

It is the responsibility of the DSL to ensure that a report is made to the DBS within one month of leaving the school of any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children and the DBS referral criteria are met. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. The report will include as much evidence about the circumstances of the case as possible. The school accepts that failure to make a report constitutes an offence. 'Compromise agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation.

It is noted that the school has a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

We will also refer an existing member of staff to the DBS if they have harmed or pose a risk of harm to a child in circumstances where an individual is deployed to another area of work that is not regulated activity, or they are suspended.

The school will also consider a referral to the National College for Teaching and Leadership (NCTL) if a teacher is dismissed (or would have been dismissed had he/she not resigned) in the case of "unacceptable professional conduct" or "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence. Advice in *'Teacher misconduct: the prohibition of teachers (July 2014)'* (or the most up to date copy) would be referred to.

With respect to any allegations of serious harm or abuse within the setting of the **EYFS**, the DSL will inform Ofsted as soon as reasonably practicable, but at the latest within 14 days, of the detail of the allegations and of the action taken.

19. Reporting Missing Children:

The DSL will notify the Local Authority if any child, fails to attend school regularly, goes missing, is excluded or leaves the school (without a place at another school). If a pupil is to be removed from the admission register,, the DSL will notify the Local Authority. For those children with a safeguarding plan, this would be dealt with as a matter of urgency. In line with DfE guidelines, staff are expected to notify the DSL if a pupil has been missing for 10 days without permission, but in practice our normal procedures would pick up concerns about absence more quickly than this.

See Appendix B – Secondary procedure should a child go missing and Appendix C Primary procedure should a child go missing

See also REGISTRATION OF PUPILS (attendance and central admissions register)

20. Talking to Pupils about Safeguarding Issues/ Safeguarding curriculum

In school, children are encouraged to talk with whomever they feel most comfortable but they are also made aware of the named DSL contact for their part of the school; they should feel that school is the safe place for them. Staff know always to give time to listen to a concern expressed by a child. DHS displays the telephone number for Childline and for the NSPCC.

Through PSHE, ICT lessons, specially arranged sessions and assemblies, Derby High School teaches young people about the safe use of and the potential dangers of internet and social networking media use so pupils are well informed and know how to seek help outside the school. Lower Sixth mentors are also trained in safeguarding so that they are confident in the eventuality of a disclosure from a younger student.

Derby High School cooperates with local authority procedures including the Police, Derby/Derbyshire Children's Social Care, the NSPCC and Medical Authorities.

On-line filtering and learning

Please see ICT Policy and Covid-19 addendum regarding remote learning. All student receive online safety training via PSHE and ICT lessons and receive reminders on a regular basis. The use of Microsoft Teams allows us to work remotely and yet still monitor the activity of our students online. We also record one on one lessons for safeguarding reasons. Another useful link can be found here: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Relationships, Sexual and Health Education

We will be taking a phased approach to the introduction of the statutory guidelines, as allowable following the disruption of COVID-19 in Summer 2020. More details to follow.

Communications with parents to educate them about the safeguarding curriculum. We have a regular heading in our weekly bulletin for parents called 'safeguarding corner' where we highlight recent best practice for parents. We also hold parent information evenings, e.g. on mental health which are very popular.

Appendix A: IN-SCHOOL SAFEGUARDING PROCEDURES

Child suspected of being abused/
discloses abuse

â

Is child in need of immediate medical assistance?

Yes à Check with Designated Safeguarding Lead. Arrange immediate medical care.
member of

DSL contacts Children's Social Care and/or LADO (allegations against

staff). Decide with CSC who is to contact parents

â

DSL makes written referral

â No

to CSC

Within 24 hours. DSO

informed

Report to

Designated Safeguarding Lead

Parents contacted

â

â

DSL to contact outside Children's Social Care? response

No à Does DSL want to see child? No

DSL to follow advice of

agencies and ensures a

has been received re written

from CSC within 48 hours.

â

â Yes

â Yes

DSL refers to Children's Social Care Contact

Yes à Suspicion confirmed? ß

Record made of incident. Await further CSC contact

â No

Procedures end. Record made of incident and reasons for no further action.



The initial contacts for Children's Social Care for referrals are:

If you are a practitioner and wish to talk to a Social Worker about ways to engage children and families in early help and/or whether thresholds for Social Care or Early Help have been met, please ring the area where the child lives:

- In Derbyshire - Starting Point Consultation and Advice Service for Professionals **01629 535353**. The service operates Monday to Friday from 8am – 6pm.
- In Derby City - Children's Services Professional Consultation Line **07812 300329**. The service operates Monday to Friday 10am to 1pm.

If you are concerned about a child's welfare or worried they are being abused, you should make a referral to Children's Social Care in the area where the child lives.

- In Derbyshire via Starting Point Telephone contact to StartingPoint **01629 533190** or via an **online referral**.
- In Derby City:
 - Urgent referrals via Initial Response Team during normal working days between 9 am and 5 pm on **01332 641172**. At all other times concerns can be discussed with Careline who can be contacted on **01332 956606**. **Remember:** all telephone referrals should be followed up within 48 hours using the **Derby Children's Social Care Online Referral System**.
 - Non-urgent concerns should be submitted via the **Derby Children's Social Care Online Referral System**. Online referrals will only be checked during normal working days between 9am and 5pm, only urgent referrals made via **01332 956606** will be responded to out of hours, on weekends and bank holidays.

Please note that the link to the online referral system takes you to a 'My Account Register or login page'. To quickly access the referral form you can click on the continue without an account link, or if you prefer you can create an account prior to completing the referral form.

For more information see **Making a referral to Social Care** procedure.

Derby Local Authority Designated Officer: 01332 717818,
In Emergency dial 101 and ask for LADO details

Disclosure and Barring Service: PO Box 3961, Royal Wootton Bassett
SN4 4HF (03000 200 190)

PREVENT strategy against extremism: DfE dedicated telephone helpline for non-emergency advice for staff and governors: 020 7340 7264 and website : counter-extremism@education.gsi.gov.uk.

Derby PREVENT – contact the team by dialling 101

APPENDIX B: PROCEDURE IN THE EVENT OF A CHILD GOING MISSING (SENIOR SCHOOL)

Throughout the school day, every effort is made to prevent children from leaving the grounds without a permitted adult present. The main entrance gates are closed during school hours.

At registration, staff should not mark the student present unless they have seen the child themselves.

In a morning and afternoon after registration the student secretary will contact parents of any children not in school that day if we have not already received a message to explain their absence. This ensures missing children are accounted for. Any long term concerns will be reported to the local authority.

During the day it is the class teacher's responsibility to take registers at the beginning of the class and to be vigilant about alerting SLT to anyone who is missing from their lesson. It is important to always be aware of anyone who has left the classroom to go to the toilet, or taken a message to another room and to investigate if they do not return after a short time.

In the event of a child going missing, it is necessary to alert other staff. Any available staff should begin searching the premises and grounds carefully. Reception is a good first point of call as the admin staff can alert any SLT who are available. The Head should be made aware of the situation and the Headteacher, as they would know of any safeguarding issues involving the child. Staff need to remain calm so as not cause any distress to the other pupils. If the child can not be found the parents and police should be contacted (after approx. 15-20 mins). CCTV footage may show which exit the child left the school, and if anyone else was with them.

Usually lost children are found again unscathed, but if any unfortunate circumstances did arise, the Head would ensure relevant support was provided for staff and parents and would handle any media involvement.

On School Visits:

On school visits, a risk assessment must be carried out prior to the trip and be approved by the Head. Adequate adults must be taken and everyone clear about who they have responsibility for. Regular head counts through the day are essential, and a mobile phone taken for emergencies. The teacher in charge of the visit should contact school to make them aware, as well as involving the staff at the site they are visiting. The Head would contact the parents and inform them of the situation if the child was missing for some time and the police were to be contacted.

APPENDIX C: PRIMARY PROCEDURE IN THE EVENT OF A CHILD GOING MISSING

Throughout the school day every effort is made to prevent children from leaving the grounds without a permitted adult present. Exits from the playground are watched closely, particularly between 8-8.30am and at lunchtime when children are coming and going to lunch. At these times a member of staff is allocated to guard the Infant playground gate. The main entrance gates are closed during school hours.

At registration, staff should not mark the student present unless they have seen the child themselves.

At regular times, during assemblies and in the classroom, the importance of staying safe and remaining with adults at all times is stressed so the pupils are aware of the importance of being responsible for their own safety. During the day it is the class teacher's responsibility to take regular head counts of the class and to be vigilant of the children after registration first thing in the morning and afternoon. It is important to always be aware of anyone who has left the classroom to go to the toilet, or taken a message to another room and to investigate if they do not return after a short time.

Primary Extra Time Staff always investigate with teaching staff if a child was due to attend and has not turned up. (There is usually a reason for this – ie. child off school ill, parents turned up to collect at 3.30pm, or gone to a friend's house and parents have forgotten to cancel PET) PET staff take registers as they collect the children and again once they are all together in Nightingales.

There have been occasions when children have left parents after being dismissed at 3.30pm and wandered off with friends in the school grounds. Staff are usually alerted by other parents and are then involved in the search. Although, it is clear in our procedure for the dismissal of pupils at the end of the school day that parents must take responsibility for the supervision of their children at this time.

On school visits, a risk assessment must be carried out prior to the trip and be approved by the Head. Adequate adults must be taken and everyone clear about who they have responsibility for. Regular head counts through the day are essential, and a mobile phone taken for emergencies.

In the event of a child going missing, it is necessary to alert other staff. Any available staff should begin searching the premises and grounds carefully. The Head of Primary should be made aware of the situation and the Headteacher, as they would know of any safeguarding issues involving the child. Staff need to remain calm so as not cause any distress to the other pupils. If the child can not be found the parents and police should be contacted (after approx. 15-20 mins). CCTV footage may show which exit the child left the school, and if anyone else was with them.

If it is during a school visit, the teacher in charge of the visit should contact school to make them aware, as well as involving the staff at the site they are visiting. The Head of Primary would contact the parents and inform them of the situation if the child was missing for some

time and the police were to be contacted. Regular head counts and counting children on/off coaches is part of the risk assessment expectations for off site visits.

Usually lost children are found again unscathed, but if any unfortunate circumstances did arise, the Head of Primary and Headteacher would ensure relevant support was provided for staff and parents and would handle any media involvement. In the event of the Head of Primary being unavailable the Assistant Head (Primary) would take responsibility.

In a morning after registration the Primary secretary will contact parents of any children not in school that day if we have not already received a message to explain their absence. This ensures missing children are accounted for. Any long term concerns will be reported to the local authority.

APPENDIX D: Signs of Abuse

The key categories and definitions listed below are drawn from Keeping Children Safe in Education:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) :Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In

some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Peer on peer abuse: All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse. This can be found within this document, and in the Anti-Bullying Policy.

APPENDIX E: Specific Safeguarding Issues with definitions

There are specific issues that have become critical issues (highlighted are current key concerns in Derbyshire and nationally) in Safeguarding that Schools will endeavour to ensure their Staff, Governors and all those working within the school community are familiar with and there are processes in place to identify, report, monitor and include in teaching:

Definitions are taken from KCSIE.

Bullying including cyber bullying

Peer on peer abuse

We recognise that some children abuse other children or their peers; the reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school. Peer on peer abuse is a Safeguarding concern and will require a discussion with the Designated Safeguarding Lead who will seek advice from agencies and professionals including reference to the Safeguarding procedures as outlined by the local authority. This may mean a referral into the Police and Social Care. Derby High will consider and may apply the behaviour management policy. Derby High will offer support to a victim.

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

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

Further information can be found in the school's anti-bullying, behavioural and sexting policies.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late;

- children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Domestic Violence

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Drugs

Fabricated or induced illness

Faith abuse

Female Genital Mutilation (FGM) see information earlier in this policy.

Forced Marriage

Gangs and Youth Violence

Gender based violence/Violence against women and girls (VAWG)

Hate

Honour based-abuse

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage) So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Private Fostering

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is

possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

On line abuse/Sexting

Teenage Relationship abuse

Trafficking

Missing children and vulnerable adults

Child sexual abuse within the family

Poor parenting, particularly in relation to babies and young children

Upskirting

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

Sexting is a child protection issue. Even if explicit material is sent or elicited without malicious intent the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are taught about sexting as part of their e-safety education. The School takes incidences of sexting extremely seriously, and deals with them in accordance with child protection procedures, including reporting to the police.

Advice for pupils is available at: www.thinkuknow.co.uk

<https://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>

Advice for parents is available at:

www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/sexting/

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sextingmean/>

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. It's also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Any suspicion of this must be reported to the police and DSL immediately.

A girl who has had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations

- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Risk factors for FGM include: low level of integration into UK society; mother or a sister who has undergone FGM; girls who are withdrawn from PSHE; visiting female elder from the country of origin; being taken on a long holiday to the country of origin; talk about a 'special' procedure to become a woman.

Upskirting- The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Children Missing from Education

Children missing education from are:

- Children of compulsory school age who are not registered pupils at a school and are not receiving an education elsewhere;
- Children who have not returned to school for ten days after an authorised absent, or who are absent from school without authorisation for twenty consecutive school days.

APPENDIX F: STAFF RESPONSIBILITIES

All Staff have responsibility for the following:

- Reading and understanding KCSIE (latest version) and Annex A
- Reading and understanding the school's safeguarding policy
- Being aware of Working Together to Safeguard Children (2018)
- Ensuring the safety and welfare of each and every child is at the forefront of their thinking
- Being aware of the Derby and Derbyshire Safeguarding Procedures, <http://derbyshirescbs.proceduresonline.com/index.htm> and ensuring these procedures are followed;
- Listening to, and seeking out, the views, wishes and feelings of children and young people, ensuring in this that the child's voice is heard and referred to;
- Knowing who the School Designated Safeguarding Lead is and the relevant links for CIC (Child in Care/Looked After Children), SEND and Anti- Bullying including who is the School Governor for Child Protection and Safeguarding;
- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the School;
- To be aware of the 'Allegations Against Professionals' procedures and feel confident in being able to use them including how to report concerns about other staff and the setting;
- That any concerns any staff have about the Headteacher, should be referred to the Chair of Governors, without informing the Headmaster.
- To be aware of Whistle Blowing procedures and where to obtain further information, advice and support.
- Being aware of the 'Guidance for Safer Working Practices when working with Children and Young People in education settings, 2015', relevant sections of 'KCSIE 2018' and local procedures for 'Safer Working Practices'
- Ensuring that their Child Protection training is up to date, undertaking refresher/update training
- Sharing information and working together with agencies to provide children and young people with the help and support they need;
- Supporting pupils who have been abused in accordance with his/her Child Protection Plan;
- Seeking early help where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, police) to prevent needs escalating to a point where intervention would be needed via a statutory assessment;
- If at any time it is considered that the child may be a 'Child in Need' as defined in the Children Act 1989; or that the child has suffered significant harm or is likely to do so, a referral is made to Local Authority Children's Social Care;
- If Staff, Governors and all those working within the school have concerns regarding a child they should raise these with the Designated Safeguarding Lead(s) who will normally decide take the next step, (however, any member of Staff, Governor or Volunteer in a School/College can make a referral directly to Derbyshire SCB);
- If they feel unclear about what has happened to their concerns following a referral they can enquire further and obtain feedback;
- To recognise the new requirements on Children Missing From Education and particularly those where it is believed a child/children may be leaving the country;

- To refer & adhere to Children Missing from Education (CME) processes and procedures as set out by national and local guidelines on all children where there is a concern they may be missing or who are missing.
- Recognising that Home Educated Children can be more vulnerable than other children and with regard to the motivations of the intention to home educate. Therefore, recognising the responsibilities the school/college has to those who are thinking about or who are about to home educate, including those who have been removed from a school/college roll with a view to home educate;
- Recognising that Looked After Children are more vulnerable than other children and often have poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential;
- All Staff, Governors and those working within the school recognise their roles and responsibilities under SEND that those children in the setting may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation;
- Recognising the needs of young carers in that they can be more vulnerable or placed at risk. Therefore, being able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers will need to refer into early help social care services for an assessment of their needs.

APPENDIX G: GOVERNORS' RESPONSIBILITIES

- Taking leadership responsibility for the school's Safeguarding and Child Protection procedures;
- Ensuring that they themselves are up to date with emerging issues in Safeguarding and recognise the strategies used by the school in trying to keep children safe;
- Ensuring that we have a nominated link Governor for Child Protection and Safeguarding (Dr Richard Falerio and Mrs Jane Bullivant)
- Ensuring that we have a Designated Safeguarding Lead (Mrs Claire Bellman and Mrs Rachel Youngman) for Child Protection, appointed from the Senior Management Team. The number of DSLs is sufficient in number depending upon the size and demands of the school. That the DSLs are fully equipped to undertake the Safeguarding role and that they have access to the appropriate training and that has updates at least annually and with certified training very two years.
- Ensuring that a Designated Safeguarding Leads are on the premises and available, where this is not available there is cover in place (Deputy DSLs; Mrs Anna Jordan and Mr Chris Horne). Therefore, ensuring there is cover at all times for staff to have a clear pathway for raising concerns and in a timely way;
- Ensuring that appointed Designated Safeguarding Leads are fully equipped with the knowledge and skills to carry out the role and have access to appropriate regular training to help them keep up to date;
- Appointing a teacher who is responsible for looked after children (Mrs Claire Bellman), who understands her Safeguarding responsibilities and is fully aware of the Local Safeguarding procedures and the school's procedures for reporting, responding and recording Child Protection concerns;
- Ensuring that there are procedures in place for handling allegations against staff or anyone working within the school community and any concerns staff and volunteers have (including concerns about the setting) are brought to the attention of the Headteacher;
- Ensuring that all Staff and anyone working within the school community (including volunteers and frequent visitors) who will be working in the school is given a mandatory induction which includes the names of the DSLs, knowledge regarding abuse, neglect, specific safeguarding issues and familiarisation with Child Protection responsibilities, this policy, KCSIE (latest version), the whistle-blowing policy, pupil behaviour, online safety and the staff Code of Conduct. The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the school's other safeguarding-related policies and procedures;
- Ensuring that all Staff have regular reviews of their own practice to ensure ongoing personal/professional development;
- Ensuring that all Staff and anyone working within the school community including volunteers receives the appropriate training which is regularly updated;
- Ensuring that we have in place effective ways to identify emerging problems and potential unmet needs for individual children and families;
- Ensuring that important policy such as those for behaviour and bullying, are kept up to date.
- Ensuring that children are taught about Safeguarding, including on line safety, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Ensuring that the curriculum makes best use of PSHE to cover Safeguarding issues with children;

- Ensuring that the school has in place an on-line Safety Policy equipped to deal with a widening range of issues associated with technology;
- Ensuring that we understand the need to identify trends and patterns regarding Children Missing from Education (CME) and to respond to / refer where required.
- Ensuring that we notify the Children's Social Care department if there is an unexplained absence of a pupil who is the subject of a Child Protection Plan.
- Ensuring that we notify the Children's Social Care department if it is thought or known that a child or young person may be Privately Fostered.
- Ensuring that we use the Local Authority Case Referral Pathway on reporting concerns about extremism or views considered to be extreme which may include a referral to PREVENT/CHANNEL and/or Social Care.
- Ensuring that all Staff, governors and anyone working within the school community are made aware of the Confidential Reporting Code (Whistle Blowing 2014).
- Ensuring that all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.
- Ensuring the Single Central Register (SCR) is kept up to date.
- Ensuring that all Senior members of staff are subject to Section 128 checks.
- Making sure that the Child Protection/Safeguarding Policy is available to parents and carers as appropriate including displaying on the school's website.
- Undertaking regular monitoring and review to ensure that any deficiencies or weaknesses in safeguarding are remedied without delay and that staff are appointed with due regard to safer recruitment requirements.

APPENDIX H: SHARING INFORMATION

The GDPR and Data Protection Act 2018 place duties on organisations and individuals to process personal information fairly and lawfully; they are not a barrier to sharing information, where the failure to do so would cause the safety or well-being of a child to be compromised.

Similarly, human rights concerns, such as respecting the right to a private and family life, would not prevent sharing where there are real safeguarding concerns.

If a practitioner has concerns about a child's safety or welfare, they should share the information with the local authority children's social care, NSPCC and/or the police, in line with local procedures.

Early sharing of information is key to providing effective early help where there are emerging problems. At the other end of the continuum, sharing information can be essential to put in place effective child protection services.

When taking decisions about what information to share, you should weigh up what might happen if the information is shared against the consequences of not sharing the information and you should consider the impact of disclosing information on the information subject and any third parties. You should also consider how much information you need to release. Not sharing more data than is necessary to be of use is a key element of the GDPR and Data Protection Act 2018, Information must be proportionate to the need and level of risk.

Wherever possible, you should seek consent and be open and honest with the individual from the outset as to why, what, how and with whom, their information will be shared. You should seek consent where an individual may not expect their information to be passed on. When you gain consent to share information, it must be explicit, and freely given. There may be some circumstances where it is not appropriate to seek consent, either because the individual cannot give consent, it is not reasonable to obtain consent, or because to gain consent would put a child or young person's safety or well-being at risk.

Information sharing decisions should be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester.

Useful link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

APPENDIX I: VISITORS TO SCHOOL POLICY

Contents:

1. General procedure
2. Exceptions to the wearing of badges:
3. Visitors introduced via the teaching staff or families in the school
4. Visits from ex-pupils
5. Sub-contract workers/temporary staff
6. Unknown/uninvited visitors to school

1. GENERAL PROCEDURE

It is the responsibility of the member of staff who has organised the visit to check that these procedures are followed.

- All visitors must report to either Senior or Primary Reception and wear an identification badge, the back of which gives useful information including emergency evacuation procedures. Badges are colour coded:
 - Red: visitor without DBS verification who must be accompanied at all times; DBS certifications done by any organisation other than us DO NOT COUNT AS VERIFIED.
 - Blue: visitors with a confirmed DBS check or Head's risk assessment undertaken by DHS, who may move unaccompanied;
 - Black: governors. All governors have been DBS checked and may move unaccompanied.
 - Green: Peripatetic music teachers wear their own, green identification badge. All peripatetic music teachers have been DBS checked and may move unaccompanied.
- Visitors who will come into contact with the students are also given a leaflet giving guidance on safeguarding issues and detail about who to speak to if they see or hear of any issues of concern.
- A record of the visitors will be kept at Reception for fire evacuation purposes.
- All visitors must check out via the relevant Reception desk when they leave.

2. EXCEPTIONS TO THE WEARING OF BADGES:

- Pupils visiting the school for testing, taster days or longer visits (see below) are recorded at Reception, but do not need to wear a badge.

3. VISITORS INTRODUCED VIA THE TEACHING STAFF OR FAMILIES IN THE SCHOOL

- Permission should be sought from the Head before visitors are brought into school.
- Guests of school age attending lessons should observe the school rules. The responsibility for correct dress and behaviour lies with the host family.

- Notification of visitors should, where possible, be given to the Head in time to be published on the Bulletin and names written in the front desk diary.
- Visits lasting more than a week may incur charges which should be investigated by the members of staff responsible.

4. VISITS FROM EX-PUPILS

- Any former student visiting either the senior or primary school must sign in as a visitor, in line with the general procedures above, and be accompanied on site.
- Former pupils who wish to meet their old friends are encouraged to do so out of school. However, occasional pre-arranged visits may be accommodated in school when circumstances make this appropriate and when this may be accommodated without disruption to the daily operation of the school.
- Former pupils wishing to visit teachers should make a prior arrangement to do so, either by contacting reception or the teacher directly, via the teacher's school email address.

5. SUB-CONTRACT WORKERS/TEMPORARY STAFF

Please see the Staff and Safer Recruitment policy for details of vetting.

- Visiting workers in school must be arranged through or by the Bursar.
- The Bursar, where appropriate, should check if the worker is DBS checked. If workers are to be regularly in school or over a long period of time the Bursar will initiate the school's own DBS check. This applies also to temporary teachers.
- Young people in compulsory schooling on work experience do not require a volunteer DBS check.
- Any worker who has unsupervised access to pupils or for whom this is a probability, must either be DBS checked or be properly supervised.
- There is a need for sufficient notice to be given prior to the visit or visits so that proper arrangements can be made and supervision organised where needed.

6. VISITING SPEAKERS

- Speakers are invited in on recommendation and staff are always in attendance in workshops/talks run by outsiders to ensure that material is appropriate and balanced. All staff are aware of the requirements of the PREVENT strategy and work to ensure students are not subject to risks in this regard, alerting the DSLs with any concerns.
- Before speakers are invited in, staff will assess their suitability to speak in school. This is done through prior knowledge, internet search, reference or commendation. The nature of the material they will cover is checked by the staff member in charge of the talk and the talk itself will be monitored by the member of staff to ensure pupils are not exposed to extremist ideology or partisan views.

7. UNKNOWN/UNINVITED VISITORS TO SCHOOL

- Any visitor to the school site who is not wearing a visitor's badge should be challenged politely to enquire who they are and their business on the school site.
- They should then be escorted to the School Office to sign in using the visitors' book and be issued with a visitor's badge.
- In the event that the visitor refuses to comply, the caretakers should be called for assistance. The visitor should be asked to leave the site immediately and the Headteacher informed.
- The Headteacher and/or members of the Senior Leadership Team will consider the situation and decide if necessary to inform the police.
- If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for.

