



## Education Child Protection/Safeguarding Policy

Name of school/college: Rosehill Infant and Nursery school

Date of policy publication: October 2025

Author/s of policy: DDSCP adopted by Rosehill Infant and Nursery School

Date of last review: October 2025

Date of next review: October 2026

### Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented

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## 1. Introduction

**Rosehill Infant and Nursery School** recognises that we have an important role to play in multi-agency safeguarding arrangements. We are committed to safeguarding and promoting the welfare of children, it is everyone's responsibility and that everyone has a role to play. We expect everyone in our school to share this commitment.

This document outlines **Rosehill Infant and Nursery School** child protection / safeguarding policy. It applies to all adults, including visitors, volunteers, supply staff and contractors working in or on behalf of the setting.

Child protection is defined as safeguarding and promoting the welfare of children by:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes in line with the outcomes children includes Every one under the age of 18.

Everyone working in, or for our school, takes all welfare concerns seriously and encourages children to talk to us about anything that worries them. We share an objective to help keep children safe by contributing to;

- Providing a safe environment for children to learn in education settings
- Creating a zero tolerance approach to child on child abuse and a culture of vigilance to abuse, neglect, exploitation and radicalisation where we always act in the best interests of the child
- Identifying children who may be at risk of radicalisation, in need of extra help, or are suffering or likely to suffer significant harm, and taking the appropriate action, working with other services as needed.
- Acting in the best interests of children to protect them online and offline, including when they are receiving remote education
- At the earliest opportunity, identifying children who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by other children), grooming or exploitation

We will ensure that parents and our partner agencies are aware of our child protection/ safeguarding policy by ensuring that it is displayed in reception area/s, by raising awareness at initial meetings with parents of new pupils/students and at parent teacher meetings and ensuring that it is on the school website. The school website will also have information about how parents/children/other agencies can contact the Designated Safeguarding Lead (DSL) and their deputy/ies and include their availability during out of school hours and school holidays.

### Policy Aims

The aim of this policy is to outline how the school will:

- Promote a positive school ethos and culture where children can learn, feel secure and be safe.
- Prevent unsuitable people working with children.
- Promote safe practice and challenge poor and unsafe practice.
- Identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe.
- Contribute to effective partnership working between parents and all those involved with providing services for children and young people.

The policy will be reviewed annually as a minimum, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

## Principles

Safeguarding arrangements in the school are underpinned by the 2 key principles:

- Everyone who comes in to contact with children and their families has a role to play in safeguarding children. All Governors, Trustees and or Proprietors, staff, supply staff, contractors, trainees and volunteers have a responsibility and role to identify concerns, share information appropriately and take prompt action. Staff members will maintain an attitude of “it could happen here” where safeguarding is concerned.
- When concerned about the welfare of a child, staff will always act in the best interests of the child. The school operates a child centred approach taking into account children’s views and voices. The child’s wishes and feelings will be considered when determining what action to take and services to provide to protect individual children, through ensuring there are systems in place for children to express their views and give feedback. The child’s wishes are particularly important when child on child sexual violence and/or harassment is reported and will be carefully considered, balanced with the need to protect other children.

## Context

This policy enables **Rosehill Infant and Nursery School** to carry out our functions with a view to safeguarding and promoting the welfare of children under sections 175 and 157 of the [Education Act](#) (2002).

The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils. Due to the context of our school/academy/college, our children may be at greater risk of *Neglect, Domestic Abuse and possibly extremism*. In order to protect our Pupils we have a Prevent action plan and are part of the (SDAT) Stopping Domestic Abuse Together initiative. We ensure our staff receive regular training and understand how they can identify and recognise signs of abuse and radicalisation. All staff and volunteers receive a detailed induction where safeguarding is a key feature. Pupils receive sessions in PSHE/SMSC lessons about how they can stay safe and who and where to go to if they are worried.

The policy is in line with the following legislation and guidance:

- [Working Together to Safeguard Children](#) (2023)
- [The Children Act](#) (1989) and [Children Act](#) (2004)
- [Keeping Children Safe in Education](#) (2025)
- [Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2024)
- [Protection of Freedoms Act](#) (2012)
- [Data Protection Act](#) (2018)
- [The Prevent Duty Guidance for England and Wales](#) (2023)
- [The Prevent Duty: departmental advice for schools and childcare providers](#)
- [Prevent Duty Guidance: for further education institutions in England and Wales](#)
- [Mandatory reporting of Female Genital Mutilation – procedural information](#) (2015)
- [Sexual Offences Act](#) (2003) and [Serious Crime Act](#) (2015)
- [SEND code of practice: 0 to 25 years](#) (2014)
- Supporting pupils with medical conditions at school (2015)
- [Children Missing Education: statutory guidance for local authorities](#) (2024)
- [Mental Health and Behaviour in Schools](#) (2018)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (2019)
- [Teaching Online Safety in Schools](#) (updated 2023)
- [Serious Violence Strategy](#) (2018)
- [Promoting the education of looked-after children and previously-looked after children; Statutory guidance for local authorities](#) (2018)
- [Designated teacher for looked-after and previously looked-after children](#) (2018)
- [Managing coronavirus \(COVID-19\) in education and childcare settings](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges](#)

- [Elective home education](#) (updated 2024)
- [Preventing and Tackling Bullying](#) (2017), including Cyberbullying: Advice for headteachers and school staff

The policy is consistent with [Derby and Derbyshire Safeguarding Children Partnership web-based procedures](#), including the local criteria for action (thresholds document) and local protocol for assessment. These can be found via a link on the school website and is also located on the [Policy and Procedures](#) page of [www.ddscp.org.uk](http://www.ddscp.org.uk). The school will adhere to the Derby and Derbyshire Safeguarding Children Partnership procedures.

### **Multi-agency working**

The safeguarding partners in Derby and Derbyshire have a shared and equal duty to make arrangements to work together to safeguard and promote the welfare of all children in a local area. The local area safeguarding partners are Derby City Council, Derbyshire County Council, Derbyshire Constabulary, Derby and Derbyshire Clinical Commissioning group and Tameside and Glossop Clinical Commissioning group. The partners will agree on ways to co-ordinate their safeguarding services, acting as a strategic leadership group in supporting and engaging others and implementing local and national learning including from serious child safeguarding incidents. The school/college will work in partnership with the Derby and Derbyshire Safeguarding Children Partnership (DDSCP) and follow relevant local arrangements as published. See Derby and Derbyshire Safeguarding Children Partnership [webpage](#). Local schools and colleges are named as relevant agencies by the DDSCP and as such we will be under a statutory duty to co-operate with the published arrangements.

Safeguarding is not just about protecting children from deliberate harm, neglect or failure to act, it relates to broader aspects of care and education. This policy therefore complements and supports a range of other school policies, such as, but not exclusively;

- Health and safety, including risk assessments, protective measures (prevention and protective measures),
- Children's behaviour policy, including pupils struggling to engage in school, mental health and behaviour, acceptable and non-acceptable behaviours incorporating bullying/ cyber-bullying, discriminatory/prejudice-based bullying, peer on peer abuse as well as the use of reasonable force/physical intervention, including the increased vulnerability of children with special education needs (SEN) or disabilities and equality duties.
- Supporting pupils with medical conditions
- First Aid policy
- Educational visits and school trips
- Intimate care
- Early Years Intimate care
- Online Safety
- Safer recruitment -including single central record
- School/college security and visitors
- Allegations against staff-
- Attendance and Absence
- Staff code of conduct
- Low level concerns
- Volunteer/ student policy
- SEND annual information report
- Relationships and Health education
- Complaints procedure
- Information sharing
- Whistle blowing
- Safeguarding guidance for visitors
- Working together to improve school attendance (2024)

## 2. Safeguarding Roles and Responsibilities of School Staff

There is a whole school approach and ethos to safeguarding and protecting children. All adults working in, or on behalf of the school have a responsibility to safeguard and promote the welfare of children and prevent radicalisation and extremism. This includes;

- Responsibility to provide a safe environment in which children can learn.
- Creating a culture of vigilance where we always act in the best interests of the child.
- Taking all welfare concerns seriously and encouraging children and young people to talk to us about anything that worries them.
- Identifying children who may be in need of extra/early help, have complex or serious needs or who are suffering, or are likely to suffer significant harm. All staff then have a responsibility to take appropriate action, working with services as needed.
- Providing help and support to meet the needs of pupils as soon as problems emerge.
- Protecting pupils from maltreatment, whether that is within or outside the home, including online.

Staff induction will include organisation vision/ethos, aspirations and expectations of all staff, as well as what is considered acceptable and what is not. New staff will also receive Induction appropriate for their roles, information about systems within the school which support safeguarding, including online safety and paper/electronic copies of policies; this includes the child protection/ safeguarding policy, school's children's behaviour policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based/discriminatory bullying and child on child abuse), and staff code of conduct policy. Staff will be informed about the safeguarding response to children who go missing from education, peer on peer abuse and the role and names of the designated safeguarding lead (DSL), their deputy/ies, the designated teacher for Looked After Children, the Senior Mental Health Lead and the designated governor.

All staff will:

- Receive a paper/electronic copy of, read and sign to say that they have received, read and understood:
  - Those who work directly with children at least [Keeping Children Safe in Education: for school and college staff \(part 1\)](#) and Annex B: Further information (2025).
  - School/college leaders, including Governors/Trustees/Proprietors and Designated Safeguarding Leads/deputies all of [Keeping Children Safe in Education \(2025\)](#).
  - Staff who do not work with children directly will also read Part 1 and Annex B [Keeping Children Safe in Education: for school and college staff \(part 1\)](#)
- Receive safeguarding training which is regularly updated<sup>1</sup> as well as Prevent Duty, child on child abuse (incorporating [sexual violence and harassment in schools and colleges](#)) and online safety training, including sharing nudes/semi-nudes (also known as sexting/youth produced sexual imagery), so they are equipped with the knowledge and skills to keep children safe.
- Receive regular safeguarding and child protection (including online safety) updates at least annually via email, e-bulletins and staff meetings to help provide them with an awareness of safeguarding issues that can put children at the risk of harm (including private fostering arrangements, drug taking, alcohol abuse, family members who offend or are in prison, deliberately missing education, homelessness, sharing nudes and semi-nudes (known as sexting or youth produced sexual imagery), 'honour based' abuse/violence including FGM and forced marriage, mental health, sexual exploitation, serious violent crime, criminal exploitation, county lines, child on child abuse/sexual violence and harassment and radicalisation/extremism), ensuring they have the relevant skills and knowledge to safeguard children effectively.
- Be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label; in most cases multiple issues will overlap with one another.
- Not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.
- Discuss any concerns including emerging needs, complex/serious needs or child protection with the Designated Safeguarding Lead (DSL) or their deputy to agree a course of action. If staff members are unsure they should always speak to the Designated Safeguarding Lead (DSL) or their deputy.
- Promptly record all concerns and forward this to the Designated Safeguarding Lead (DSL) or their deputy.

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<sup>1</sup> See DDSCP multi-agency training pathway on the [training page](#) of [www.ddscp.org.uk](http://www.ddscp.org.uk)

- Be mindful that early information sharing is vital for the effective identification, assessment and allocation of appropriate service provision.
- Be mindful that early information sharing is vital to identifying and tackling all forms of abuse and neglect and in promoting children's welfare, including in relation to their education outcomes
- Be aware of
  - The Stopping Domestic Abuse Together initiative, a police led early domestic abuse notification to schools (Known Nationally as Operation Encompass)
  - The safeguarding response to children who are absent from education
  - The Safeguarding response to Child on Child Abuse
  - The early help process for low level and emerging needs and understand their role in it
  - The process for making referral to Children's Social Care and for statutory assessments that may follow this and the role they may play in such assessments.
- Work with the Designated Safeguarding Lead (DSL)/ their deputies and do everything they can to support Social Workers to help them carry out a statutory assessment.
- Have the skills, knowledge and understanding to keep looked after and previously looked after children safe.
- Children may not feel ready or know how to tell and/or might not recognise their experiences as harmful and that certain children may face additional barriers to telling
- Know what to do if a child tells them about welfare concerns or that he/she is being abused or neglected and how to share information appropriately only involving those who need to be involved such as the designated safeguarding lead (or a deputy) and social care.
- Know what to do if a child shares, produces or receives a sexual communication, including sharing nudes/ semi-nudes (also known as sexting /youth produced sexual imagery).
- Be aware that children are capable of abusing their peers, and be clear about the school/college policy and procedures on child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. See Section 5 Child on Child Abuse.
- Know that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.
- Of the indicators of abuse, exploitation and neglect, understand that children can be at risk inside and outside of the school, in their home, institutional or community setting and online
- 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
- Know what to do if a parent/carer shares any concerns about a child
- 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.
- Any child may benefit from Early Help and be alert to the need for early help for some group of children
- Understand that where children have suffered abuse or neglect, or other potentially adverse childhood experiences, it can have a lasting impact throughout childhood, adolescence and into adulthood. These experiences can impact on children's mental health, behaviour and education and they may require additional support.
- Be aware that children with SEND particularly those with neurodevelopment conditions such as Autism, as well as those with certain medical or physical health conditions are particularly vulnerable. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, radicalisation and serious youth violence. And also face additional barriers to the recognition of this abuse
- In addition to children with SEND that some groups of children are potentially at greater risk of harm, including children who have a Social worker, children absent or missing from education or who are electively home educated, children who require mental health support, looked after/previously looked after children and children who are, or maybe lesbian, gay, bi, or trans (LGBTQ+)
- Speak to the DSL or DDSL about any concerns they have about so called 'honour based' abuse such Female Genital Mutilation (FGM), breast ironing or forced marriage
- Be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, being frequently absent or permanent excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.
- Technology is a significant component in many safeguarding and well-being issues

## **We will ensure the principle that safeguarding is 'everyone's responsibility'.**

All staff and volunteers should raise any concerns they have about poor or unsafe practice and potential failures in the school safeguarding regime. These concerns will be taken seriously by the senior leadership team. See the school Whistleblowing Procedures for how such concerns can be raised with the Senior Leadership Team and the other whistleblowing channels open to staff.

All staff are aware that if they are not happy or disagree with any decisions made by the DSL and their Deputies, regarding their concerns they are able to refer cases to CSCS themselves

### **Roles and Responsibilities of Governors**

The Governing Body have a strategic leadership responsibility for their school/college safeguarding arrangements and has the responsibility to ensure that the school/college complies with safeguarding duties under legislation. There is a senior board level lead to take leadership responsibility for the establishment's safeguarding arrangements. Safeguarding is a standing item at all governing body meetings and recorded in the minutes.

The Governing Body will ensure that in line with Keeping Children Safe in Education (KCSIE) 2025:

- The school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children (2024)
- They facilitate a whole school/college approach to safeguarding ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. All systems processes and policies operate with the best interests of the child at their heart.
- Where there is a safeguarding concern, children's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Systems are in place which are well promoted, easily understood and accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- There is a recognition that some groups of children are potentially at greater risk of harm (such as children who need a social worker, children missing from education, home educated children, children requiring mental health support, looked after children and previously looked after children and children with special educational needs and disabilities or physical health issues) and appropriate supports and processes are in place.
- There is a zero tolerance approach to Child on Child abuse, including sexual violence and harassment, supported by a whole school/college approach to minimising risk, reporting, how allegations will be recorded, investigated, dealt with and how victims, alleged perpetrators and any other affected children will be supported.
- There are policies in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. Including:
  - an effective safeguarding/child protection policy
  - a Children's behaviour policy
  - a staff code of conduct policy
  - appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions
- Staff receive relevant induction and a proportionate risk-based approach is taken to the level of information provided to temporary staff and volunteers.
- All policies and procedures adopted by governing bodies particularly concerning referrals of suspected abuse and neglect, are understood and followed by all staff. Opportunity is provided to staff to contribute to and shape safeguarding arrangements and policies.
- Child protection files are maintained, appropriate safer recruitment policies are in place and where reasonably possible ensure that the school/college hold more than one emergency contact number for each pupil/student.
- A member of the Senior Leadership Team is appointed to the role of Designated Safeguarding Lead (DSL) to take lead responsibility for safeguarding and child protection (including online safety). This is explicit in the role-holders job description. A Deputy Designated Safeguarding Lead(s) has also been appointed in the same way and can be delegated the activities of the Designated Safeguarding Lead (the lead responsibility for safeguarding remains with the DSL).

- Along with the senior leadership team and Designated Safeguarding Lead, there is an awareness of local partnership arrangements and an understanding the school/college role in these. In particular, there is an understanding of the local Threshold document (criteria for action), child protection conference professional dissent policy, multi-agency dispute resolution and escalation policy and the local protocol for assessment (See [DDSCP documents library](#)) and the need to supply information as requested by the safeguarding partnership.
- There is awareness of the obligations of the [Data Protection Act 2018](#) and UK [GDPR](#) and a recognition of the importance of information sharing between practitioners and local agencies. Arrangements are in place that set out clearly the process and principles for sharing information within the school/college and with children's social care, the Derby and Derbyshire Safeguarding Children Partnership and other agencies and practitioners as required.
- There is a whole school approach to mental health with clear systems and processes for identifying possible mental health problems, including routes to escalate as well as clear referral and accountability systems.
- All staff including governors and volunteers adhere to [The Prevent Duty](#) (2023) to prevent radicalisation.
- There is a whole school approach to domestic abuse, this includes active participation in the police led Stopping Domestic Abuse Together (SDAT) initiative.
- All staff members undergo safeguarding and child protection training (including online safety) at induction. Staff receive regular updated safeguarding training consistent with the [DDSCP multi-agency training pathway](#) and receive regular safeguarding and child protection updates. This is integrated, aligned and considered as part of the whole school/college safeguarding approach and wider staff training and curriculum planning, including regard to [Teachers Standards](#).
- There is a whole school approach to online safety to address the 4 areas of risk; **content, contact, conduct and commerce**. Appropriate e-security and filters and monitoring systems are in place. An annual review of the school approach to online safety will be undertaken, supported by an annual risk assessment.
- Ensure that children are taught about safeguarding, including mental health/well-being and online safety (this incorporates healthy online/offline relationships, sharing nudes/ semi-nudes and terrorist/extremist material), through teaching, learning opportunities and tutorials. Where appropriate a more personalised/contextualised approach is used for more vulnerable children, victims of abuse and SEND children.
- There are robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in the school/college.
- All Governors have the required enhanced criminal records certificate from the DBS
- Procedures are in place to manage safeguarding concerns, or allegations against staff, supply staff, contractors and volunteers. Procedures are also in place to make a referral to the Disclosure and Barring Service (DBS) and/or the Secretary of State via the Teaching Regulation Agency when the criteria has been met.
- Any exclusions internal, fixed term and permanent will meet requirements of DfE statutory guidance, including obligations under the [Equality Act](#) (2010).
- Any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to their attention are addressed without delay.
- Concerns about poor or unsafe practice and potential failures in the safeguarding regime are taken seriously by the senior leadership team
- An annual audit of the establishments safeguarding processes and procedures is undertaken using the DDSCP safeguarding audit for schools and colleges along with relevant reporting in line with partnership arrangements. Confirmation of annual safeguarding audit completion is also provided to the DDSCP

## **The Roles and Responsibilities of the Headteacher**

The Headteacher will ensure that:

The policies and procedures adopted by the Governing Board, particularly concerning referrals of cases of suspected abuse and neglect, are understood and fully implemented and followed by staff. This includes working with the designated safeguarding lead, their deputy, and other senior leaders, to ensure the effectiveness of safeguarding within the school and ensuring that educational outcomes of children who have or have had a social worker are promoted.

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- Sufficient time and resources are allocated to enable the Designated Safeguarding Lead (DSL), their deputies and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions/meetings, other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel free to raise concerns about poor or unsafe practice with regard to children, and concerns are addressed sensitively and effectively in a timely manner.
- The child's safety and welfare is addressed through the curriculum. This includes building pupil's resilience.
- Social workers and Education welfare Staff are informed immediately when a child is looked after, or subject to a child in need plan or a child protection plan goes missing.
- They ensure appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date

## **The Roles, Responsibilities and Availability of the Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead (DSL) is a senior member of staff who takes lead responsibility for safeguarding and child protection (including online safety and understanding the monitoring and filtering systems and processes in place). They co-ordinate the setting's safeguarding and child protection matters by providing advice and support to other staff on child welfare, safeguarding and child protection matters, including Stopping Domestic Abuse Together notifications, takes part in strategy discussions/ meetings and inter-agency meetings – and /or supports other staff to do so - and contributes to the assessment of children.

The establishment also has a deputy Designated Safeguarding Lead (DSL) to cover for when the Designated Safeguarding Lead (DSL) is not available; the lead responsibility however remains with the Designated Safeguarding Lead.

The DSL and their deputies actively liaises with other school/college staff with safeguarding responsibilities, teachers, pastoral support staff, school nurses, IT leads, SENCOs and senior mental health leads on matters of safeguarding to ensure safeguarding and promoting children's well-being are effective

### **Availability**

The Designated Safeguarding Lead (DSL) or a deputy are always available during school hours for the staff in the school to discuss any safeguarding concerns.

*Either the DSL or their deputies are on site during school hours. Staff are aware of the contact numbers for DSL and their deputies. Information on contacting DSL and their deputies during out of hours or out of term is available and can be found on the schools website. Contact can be made via email [Safeguarding@rosehill.derby.sch.uk](mailto:Safeguarding@rosehill.derby.sch.uk) which is checked daily.*

The key roles of the Designated Safeguarding Lead (DSL) include:

- Referring cases of suspected abuse or neglect to children's social care or where radicalisation is a concern to the Channel programme - or supporting staff who refer cases. They are also responsible for referrals to the Disclosure and Barring Service and the police.
- Refer cases where a crime may have been committed to the police as required
- Working with staff as a source of support, advice and expertise, a point of contact with safeguarding partners, liaise with the headteacher/principal, 'case manager' and relevant staff (i.e. teachers, pastoral support, IT

leads, senior mental health leads/mental health support team and SENCo's) to ensure children are effectively safeguarded and protected.

- Listening and understanding the views of children.
- Promoting supportive engagement with parents.
- Taking lead responsibility for promoting the educational outcomes of children who have or who have had a social worker
- Holding and sharing of information, sharing and managing safeguarding/child protection files, including the effective transfer of files when a child moves to a new provider.
- Raising awareness of and ensuring staff understand the school safeguarding/ child protection policies and procedures, ensuring it is reviewed and updated at least annually.
- Having the knowledge and skills to carry out the role, including understanding and working knowledge of local assessment processes for providing early help and statutory assessments, child protection conferences, supporting and protecting children, information sharing, specific needs of vulnerable children, impact of adversity and trauma, Prevent Duty and online safety,

See [Keeping Children Safe in Education](#) Annex C for further information about the Role of the Designated Safeguarding Lead (DSL)

### **Safeguarding training**

- The DSL and DDSL and Lead Governor for Safeguarding will complete Level 4 training to meet the needs of their role every 2 years
- In addition to safeguarding training at induction, all staff and Governors will receive safeguarding training appropriate to their roles and responsibilities which is regularly updated, as well as prevent, child on child abuse, and online safety training. They will also receive regular safeguarding and child protection updates, at least annually to help provide them with an awareness of safeguarding issues that can put children at risk, ensuring they have the relevant skills and knowledge to safeguard children effectively.
- Staff will received training on attendance relevant to their roles and responsibilities including administrative, pastoral,

The governors' safeguarding training and updates will enable them to have the knowledge to provide strategic challenge to test and assure themselves that safeguarding processes and procedures are effective and robust. They will ensure that a whole school approach to safeguarding is in place.

Those involved with the recruitment and employment of staff to work with children will have received appropriate safer recruitment training.

## Named staff with specific safeguarding responsibilities

- Name of Designated Safeguarding Lead: **Helen Kelk, Headteacher**
  - Contact details: [safeguarding@rosehill.derby.sch.uk](mailto:safeguarding@rosehill.derby.sch.uk) or call 01332 229229
- Name/s of deputy Designated Safeguarding Lead: **Sara Tennant Inclusion officer**
  - Contact details: [safeguarding@rosehill.derby.sch.uk](mailto:safeguarding@rosehill.derby.sch.uk) or call 01332 229229
- Other staff with safeguarding responsibilities: **Asia Bibi Deputy Headteacher and Lisa Hopwell-school business manager**
  - Contact details: 01332 229229
- Name of Designated Safeguarding Governor/Trustee: **Karen Clark a**
  - Contact details: 01332 229229
- Name of Designated Teacher for Looked After /previously Looked After Children: **Helen Kelk, Headteacher**
  - Contact details: [safeguarding@rosehill.derby.sch.uk](mailto:safeguarding@rosehill.derby.sch.uk) or call 01332 229229
- Senior Lead/s for Mental Health and Well-being : **Helen Kelk, Headteacher**
  - Contact details: [Head@rosehill.derby.sch.uk](mailto:Head@rosehill.derby.sch.uk) 01332 229229
- Governor/Trustee for Mental health and Well-being **Karen Clark**
  - Contact details: 01332 229229

## Other Key Local Safeguarding Contacts

- Children's Social Care
  - Children's Services Professional Consultation Line 07812 300329
  - Initial Response Team for urgent referrals 01332 641172
  - [Derby Children's Social Care Online Referral system](#) for non-urgent referrals
  - Careline (out of hours service) 01332 956606
  - Locality Vulnerable Children Meeting (VCM) for non-urgent social care referrals and requests for targeted early help via multi-agency team (MAT) via Locality Based Single Point of Access (SPA) Clerks:
    - Locality 1 and 5  
Derwent, Chaddesden, Spondon, Oakwood, Mackworth, Allestree and Darley  
Tel: 01332 642656  
Email: [vcm1and5@derby.gov.uk](mailto:vcm1and5@derby.gov.uk)
    - Locality 2  
Sinfin, Alvaston, Boulton, Chellaston, Osmaston and Allenton  
Tel: 01332 641011  
Email: [vcm2@derby.gov.uk](mailto:vcm2@derby.gov.uk)
    - Locality 3 & 4  
Balgreaves, Littleover, Mickleover, Normanton and Abbey  
Tel: 01332 641148  
Email: [vcm3and4@derby.gov.uk](mailto:vcm3and4@derby.gov.uk)
    - The Light House (Integrated Disabled Children's Service) Single Point of Access Clerk  
Tel: 01332 256990

Email: [VCM-IDCS@derby.gov.uk](mailto:VCM-IDCS@derby.gov.uk)

- Local Authority Designated Officer (LADO) 01332642376 [Derby and Derbyshire LADO referral form](#) and email securely for the attention of LADO in Derby to [CPMduty@derby.gov.uk](mailto:CPMduty@derby.gov.uk)
- Derbyshire Police 999 for emergencies or  
101 for non-emergencies
- Prevent (radicalisation/extremism) Police Prevent Team on 101 or directly via 0300 1228694
- Female Genital Mutilation (FGM) mandatory reporting via Police on 101
- School/College Police link officer *Peartree police station on 101*
- Public Health Nurse/other health contact *Peartree Clinic 01332 888030*
- **ISAO (inclusion support attendance Officer) Meena Kanda 01332 640689**  
[Children Missing Education](#), including online referral form (form 13) to  
CME Officer  
[cme@derby.gov.uk](mailto:cme@derby.gov.uk)  
01332 641448  
[Notification of child on roll online form \(form 15\)](#)  
[Notification of removal from roll online form \(form 11\)](#)  
[Notification of Removal from roll to Elective Home Education \(EHE\) online form \(form 12\)](#)
- Virtual School for Looked After Children
  - Virtual School Head - 07812 301044 or [graeme.ferguson@derby.gov.uk](mailto:graeme.ferguson@derby.gov.uk)
- Locality Multi-agency Team (MAT), Early Help Advisor, and Education Welfare Officer  
Locality 3/4 Balgreaves, Littleover, Mickleover, Normanton and Abbey 01332 641148
- [Emotional Health and Well-being Services](#)  
[Derbyandderbyshireemotionalhealthandwellbeing.uk](http://Derbyandderbyshireemotionalhealthandwellbeing.uk)
- [Domestic abuse support services:](#)  
Derby -Womenscentre.org 01332 341633
- Cyberchoices (for children at risk of being drawn into cybercrime) via [East Midlands Cyber Secure](#)
- [Homelessness or at risk of homelessness](#)  
[Derby.gov.uk](http://Derby.gov.uk)  
01332 888777 option 4 for homelessness or 5 for threatened with homelessness
- [The lighthouse \(Integrated Disabled Children's Service\)](#)  
01332 256990  
Email [VCM-IDCS@derby.gov.uk](mailto:VCM-IDCS@derby.gov.uk)

## Key National Contacts

- NSPCC
  - NSPCC helpline - helping adults protect children 24 hours a day. For help and support, including anyone needing advice about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trained helpline counsellors on:
    - [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

- Text 88858
  - 0808 800 5000
- NSPCC helpline Report Abuse in Education - a bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals who need support and guidance.
  - 0800 136 663
  - [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- NSPCC Whistleblowing Advice Line - free advice and support for professionals concerned about how child protection issues are being handled in their organisation.
  - 0800 028 0285
  - [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- UK Safer Internet Centre professional advice line - helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care.
  - [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)
  - 0844 381 4772
- Police Anti-Terrorist Hot Line number 0800 789 321
- Prevent (Radicalisation and extremism)
  - Team 101 or directly 07765222032
  - [prevent@derby.gov.uk](mailto:prevent@derby.gov.uk)
  - For advice 07765 222032 or [sally.siner@derby.gov.uk](mailto:sally.siner@derby.gov.uk)
- Domestic Abuse
  - National Domestic Abuse Helpline 0808 2000247
  - <https://derbycitylifelinks.org.uk>
- Operation Encompass-Support for children
  - National Helpline-0204 5139990

### 3. Safe Environment – children are safe and feel safe

**Rosehill Infant and Nursery School** adopts an open and accepting attitude towards children as part of our responsibility for pastoral care. Children, parents and staff will be free to talk about any concerns and will see the setting as a safe place when there are difficulties. Children's worries and fears will be taken seriously, and children encouraged to seek help from school staff. Our approach to safeguarding incorporates a culture of vigilance where children's welfare is promoted, timely and appropriate safeguarding action is taken for children who need extra help or who may be suffering, or likely to suffer harm.

**Rosehill Infant and Nursery School** will therefore ensure that:

- We create a safe classroom environment and to plan and teach effectively. The school recognises this will need to be tailored to the specific needs and vulnerabilities of individual children, including those who have been victims of abuse and children with special educational needs and disabilities.
- All staff remain vigilant to the indicators of abuse, neglect and specific safeguarding issues such as child criminal exploitation, child sexual exploitation and child and child abuse.
- Staff are aware that technology is a significant component in many safeguarding and well-being issues; abuse may occur online and/or offline.
- There is a whole school/college approach to online safety to address the 4 areas of risk; **content, contact, conduct and commerce**
- Posters are displayed which detail contact numbers for support services and child protection helplines ie Child line NSPCC
- An ethos is established and maintained where children feel secure/safe and are encouraged to talk and are listened to, taken seriously, kept safe and responded to appropriately.
- Children are involved in the decision-making which affects them.
- Children know that there are adults in the school whom they can approach if they are worried or have difficulties and the setting has well developed listening systems.
- Information is provided to children and their families which detail information and contact numbers for appropriate support services and helplines in and outside of school.
- Curriculum activities and opportunities (including any remote learning) are planned/provided to equip children with the resilience and skills they need to stay safe from abuse, exploitation and radicalisation.
- All remote learning activities will incorporate safeguarding procedures and follow the same principles set out in the school's staff Code of Conduct and/ or online safety policy.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils/students that is understood and endorsed by all.
- Positive and safe behaviour is encouraged among children; staff are alert to changes in a child's behaviour and recognise that changes in behaviour may be an indicator of exploitation, abuse or neglect and/or an indicator the child may be experiencing a mental health problem or be at risk of developing one.
- Effective working relationships are established with parents and colleagues from partner agencies.
- There is awareness that there may be wider environmental factors present in a child's life that are a threat to their safety and welfare (contextual safeguarding/place based risk). For example personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.
- There is a recognition that children who do not attend school regularly or go missing from education are particularly vulnerable and at increased risk of neglect, exploitation and abuse.
- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.
- Robust safer recruitment procedures are followed that deter and prevent people who are unsuitable to work with children aren't able to secure employment or volunteering opportunities at the school/college.
- Volunteers and visitors are appropriately supervised.
- The environment is safe and secure; this includes ensuring that all visitors to the setting are suitable and checked and monitored as appropriate. Also see [DDSCP Access to Schools by Staff from Other Agencies Briefing Note](#).

- Where the school has invited external agencies in i.e. to support delivery of subjects such as online safety, relationships /relationships and sex education and health education, there will be an agreement made in advance of the session on how a safeguarding report should be dealt with by the external visitor.
- Any groups using school/college premises for the provision of services to children have their own safeguarding policies, or adopt the school/college policy, and have satisfactorily completed all appropriate checks.
- All visiting speakers present materials appropriate to the age and maturity level of pupils/students, that do not insult or promote intolerance of other faiths or groups, adhere to the school's equalities duties and are not permitted to incite hatred, violence, call for the breaking of the law or promote any acts of terrorism or extremism.

### **Pupil well-being and support**

Our pupils may be experiencing a variety of emotions in response to on-going challenges such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. We will offer support to contextualise these feelings as normal responses to an abnormal situation.

More focused pastoral support will be provided where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. We will also consider support needs of particular groups we are already aware need additional help (for example, children in need, children with a protection plan, looked after children as well as those in receipt of early help support), and any groups we identify as newly vulnerable.

Children and their families are made aware of who they can speak to if they feel they need extra support:

- Posters displayed around the school
- School website

Where needed we will seek advice, support and refer as appropriate to external agencies such as school nursing 0-19 services, emotional well-being and mental health agencies, substance misuse team and children's services.

### **Opportunities to teach safeguarding**

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. We ensure that our pupils/students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum We recognise that a one sized approach may not be appropriate for all children and more vulnerable children, victims of abuse and some SEND children might need a more personalised or contextualised approach.

Any remote education, where needed, is high quality and aligns as closely as possible with in-school provision. We will continue to build and develop our capability to educate pupils remotely, where this is needed. In situations where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, we have the capacity to offer immediate remote education.

Our learners are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school/college and how to make a complaint. This means that they are able to recognise when they are at risk and are able to get help when they need it.

The following areas are addressed within PSHE/Relationships Education/Relationships and Sex Education and Health Education and in the wider curriculum:

- Bullying, including cyber-bullying
- Online/e safety,
- Road, fire and water safety

- Physical health and mental well-being, including prevention i.e. fitness, healthy eating and sleep, basic first aid and changing adolescent body
  - Emotional well-being and mental health
  - Sex education and Relationships, including families, caring/respectful friendships, respectful, healthy offline/online and intimate relationships, being safe and the law
  - Child exploitation, including child sexual exploitation (CSE) and child criminal exploitation/county lines (CCE) known as child at risk of exploitation (CRE)
  - Hate crime, radicalisation and extremism
- All lessons are taught using age/development appropriate language

## **Vulnerable Children**

We recognise that some children will be at increased risk of neglect and abuse, particularly those with a Social Worker, Early help family practitioner, special educational needs (SEN), certain health conditions and disability. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

We recognise other factors can also increase a child's vulnerability to abuse, exploitation or neglect such as:

- Disabled or have certain health conditions or specific additional needs
  - Have special educational need (whether or not they have a statutory Education and Health and Care Plan)
  - Children who need a Social Worker(Children in Need and Child Protection Plans)
  - **Children who are LAC/PLAC**
  - In a family circumstance presenting challenges for the child, such as parental substance (drugs and/or alcohol) misuse, adult mental health issues and domestic abuse
  - Living in a known Domestic abuse situation
  - Affected by parents/carers Misusing drugs and or alcohol
  - Asylum seekers/refugees
  - From our New Communities
  - **Children in Kinship care (please see appendix 16)**
  - Living away from home, including private fostering arrangements
  - Have returned home to their family from care
  - Vulnerable to being bullied or child on child abuse, or engaging in bullying or child on child abuse
  - Going missing from school, particularly on repeat occasions
  - Are at risk of homelessness or living in temporary accommodation
  - Living transient lifestyles
  - Living in chaotic, neglectful and unsupportive home situations
  - Vulnerable to discrimination and maltreatment on the grounds of age, gender reassignment, disability, race (including colour, nationality, ethnic or national origin), religion/belief, gender, sex or sexual orientation
  - **Children who require mental health support**
  - Is showing signs of being drawn into anti-social or criminal or violent behaviour, including gang involvement and association with organised crime groups or county lines
  - At risk of modern slavery, trafficking, sexual exploitation and/or criminal exploitation (also known as child at risk of exploitation/CRE)
  - At risk from County Lines
  - At risk from Transferable risk
  - At risk of hate crime, serious violent crime
  - At risk of radicalisation or exploitation
  - At risk of so called honour based abuse/violence including forced marriage and female genital mutilation (FGM)
  - Young carers
  - Not speaking or not having English as a first language
  - Children in the court system

- Children affected by parental offending or with family members in prison or is affected by parental offending
- Is bereaved

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats. Where appropriate this may also mean extra pastoral support. See the school SEND annual information report.

We also recognise that some children are potentially at greater risk of harm, in particular;

- **Children who need a social worker (Child in Need and Child Protection Plans)** -due to safeguarding or welfare needs as a result of abuse, neglect and complex family circumstances. These experiences of adversity and trauma can leave them vulnerable to further harm as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. ). As a matter of routine, the designated safeguarding lead will hold and use the information that the child has a social worker to ensure that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. In addition, the school/college will work with the virtual head as appropriate, regarding the educational attendance, attainment, and progress of children with a social worker.
- **Children who are absent from education** - The school proactively manages and take steps to improve attendance across our community. Attendance is the essential foundation to positive outcomes for all our learners and is everyone's responsibility in school.

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

- Building strong relationships with families, listening to, and understanding barriers to attendance and working with families to remove them.
- Sharing information and work collaboratively with other schools in the area, the local authority, and other partners when absence is at risk of becoming persistent or severe.

The school/college also recognises that when children are not in school, such as when a learner is on a reduced timetable, suspended or excluded, they miss the protection and opportunities that education can provide, and can become more vulnerable to harm. Learners who have a social worker, including looked-after children, and previously looked-after children, are especially vulnerable. The school/college proactively supports learners in the school environment and decision-making processes about reduced timetables, suspension or exclusion and operate in the best interest of children as outlined in local and national guidance

- **Elective Home education** - Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will seek to co-ordinate a meeting with the parents/carers, Local Authority, and other key professionals where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child and is particularly important where a child has SEND, is vulnerable, and/or has a social worker or is vulnerable. Where a child has an Education, Health and Care Plan (EHCP) the local authority should review the plan with parents/carers. Where a child is taken off roll, we will inform the Local Authority of the deletion from our admission register via the system outlined on the [Derby](#) or [Derbyshire](#) Education Welfare webpages.
- **Children who require mental health support** – we have an important role to play in supporting the mental health and well-being of our learners. Mental health problems can 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, seek advice from external agencies where appropriate and have clear referral and accountability systems.

- **Looked after children and previously looked after children** - most children become looked after as a result of abuse and/or neglect. Staff have the skills, knowledge and understanding to keep looked after children safe and appropriate staff have the information they need in relation to a child's:
  - looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order)
  - contact arrangements with birth parents or those with parental responsibility.
  - care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The Designated Safeguarding Lead (DSL) has

- details of the child's social worker, and
- the name of the virtual school head in the authority that looks after the child.
- the name of the Personal Advisor appointed to support children who have left care

We recognise that a previously looked after child potentially remains vulnerable and all staff have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, the school will work with all children's social care, health and all relevant agencies and take prompt action when necessary to safeguard these children, who are a particularly vulnerable group.

The school has a Designated Teacher who works with the Virtual School Head to promote the educational achievement of pupils who are looked after, have left care through adoption, special guardianship, or child arrangement orders or adopted from state care outside of England and Wales. The Designated Teacher has appropriate training, relevant qualifications and experience.

- **Children with special educational needs and disabilities or health issues** – The school recognises that these children may face extra safeguarding challenges both online and offline. Additional barriers can also exist when recognising abuse, neglect, and exploitation. The designated safeguarding lead and SENCo/named person with oversight of SEND will closely liaise whenever there are any concerns or reports of abuse, neglect or exploitation involving a child with SEND, neurodevelopmental conditions such as autism or certain medical or physical health conditions. The school/college will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.
- **Children who are, or may be, lesbian, gay, bi, or trans (LGBTQ+).** The school will take steps to reduce the additional barriers these children face and provide a safe space for them to speak out or share their concerns with staff.
- **Private fostering**  
In addition to the above the school/college recognises the additional vulnerability of children in private fostering arrangements. A private fostering arrangement is essentially one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. When such arrangements come to our attention, we will notify the local authority to check the arrangement is suitable and safe for the child. Notifications will contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and made in writing. See statutory guidance [Children Act 1989: private fostering](#).

## Systems for children to report concerns and abuse

Our school recognises the importance of ensuring that all children feel heard and understood. We have a culture of listening to children and taking account of their wishes and feelings in any measures the school/college may put in place to protect them. Whenever there are any concerns, the child's wishes will be taken into account when determining what action to take and what

services are provided. The welfare and safety of a child is of paramount concern and staff will act in the best interests of the child.

We understand the difficulties that children may have in approaching staff about their circumstances and any concerns they may have. Some children may feel unable to report their concerns or abuse, others may have additional barriers to telling someone or may not recognise what is happening is abusive.

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

### **Working with parents and carers**

We recognise the importance of working together with parents/carers to educate as well as safeguard and promote the welfare of children.

**Rosehill Infant and Nursery School** will ensure that;

- We work with parents positively, openly and honestly.
- Parents are encouraged to discuss their issues or concerns about safety and welfare of children, including any worries about a child's emotional well-being or mental health. They will be listened to and taken seriously.
- We will provide parents with information about safeguarding issues, such as child exploitation (sexual and criminal) known as child at risk of exploitation (CRE), child on child abuse, emotional well-being/mental health, online safety, harmful sexual behaviour and terrorist/extremist material. We will also outline the support available to keep children safe within the school, locally and nationally.
- Parents/carers are aware there is a whole school safeguarding approach to ensure that children are kept safe and well, and as part of the school is part of the Stopping Domestic Abuse Together (SDAT) initiative (the local version of Operation Encompass)
- Up to date and accurate information is kept about pupils/students i.e.
  - names and contact persons with whom the child normally lives
  - those with parental responsibility
  - where reasonably possible hold more than one emergency contact number
  - if different from above, those authorised to collect the child from the setting
  - name and contact details of GP
  - any relevant court orders or any other factors which may impact on the safety and welfare of the child.
- Information about pupils/students given to us by children themselves, their parents or carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis in order to support the child.
- Parents and carers are informed that the school is part of the Stopping Domestic Abuse Together initiative.
- It is made clear to parents and carers that the school has a duty to share information when there are any safeguarding concerns. Also, that there is a duty to keep records which relate to safeguarding work by the school, or partner agencies. These will be kept securely, kept apart from the main pupil/student record and only accessible to key members of staff. Copies of these records will be securely sent or Hand delivered where possible to any education provider to which the child transfers. Transfer forms are signed and these are then kept securely .This will be in line with the school GDPR policy and procedures
- Where we have reason to be concerned about the welfare of a child, we will always seek to discuss this with the child's parents or carers first. However, there may be occasions where we are not able to do this, for example, when by doing so, it places the child at additional risk or where it may not be possible to speak to the parents/carers

## Online safety

Online safety and protecting learners from potentially harmful and inappropriate online material forms part of the whole school approach to safeguarding, including policies, curriculum, staff training, roles and responsibilities of the designated safeguarding lead and parental engagement. The school/college has filtering and monitoring systems in place, which meet DfE [filtering and monitoring standards](#). This includes:

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems
- Reviewing filtering and monitoring provision at least annually
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning
- Having effective monitoring strategies in place that meet safeguarding needs

The school protects and educates learners and staff in their use of technology, including where they are learning remotely, and has mechanisms to identify, intervene and escalate any concerns where this is needed.

The school online safety policy outlines how the four areas of risk, **content, contact, conduct and commerce**, will be addressed to protect and educate learners and staff. It also incorporates the use of mobile and smart technology and appropriate filtering and monitoring on school devices and networks. Security protection procedures which meet the [Cyber security standards for schools and colleges](#) are in place in order to safeguard the systems, staff and learners and review the effectiveness of these procedures to keep up with ever evolving cyber-crime technologies. The school is also in regular communication with parents and carers and uses these communications to reinforce online safety and the systems the school use to protect children from online harms.

To ensure that online safety is effective, especially as technology and the associated risks and harms evolve and change, the school/college undertakes an annual review and risk assessment. For more information see school/college online safety policy.

## 4. Taking Action on Concerns

Key points to remember for taking action are:

- Our school recognises the importance of ensuring that all children feel heard and understood. We have a culture of listening to children and taking account of their wishes and feelings in any measures the school may put in place to protect them. Whenever there are any concerns, the child's wishes will be taken into account when determining what action to take and what services are provided.
- The welfare and safety of a child is of paramount concern and staff will act in the best interest of the child
- In an emergency take the action necessary to help the child, for example, call 999.
- Do not assume a colleague or another professional will take action and share information that might be critical to keeping a child safe. Early information sharing is vital in keeping children safe, whether this is when problems first emerge, or when a child is already known to Children's Social Care.
- Report your concern to the Designated Safeguarding Lead (DSL) or their deputy as soon as you can and by the end of the day at the latest.
- Log concern on CPOMs- if CPOMS is not available, fill in Blue concern form(see Appendix 2:concerns form and hand to DSL or their Deputies. Your concern would then need to be entered on CPOMs at the earliest opportunity.
- If you are unsure speak to the Designated Safeguarding Lead (DSL) or their deputy.
- If the Designated Safeguarding Lead (DSL) or their deputy is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report complex or child protection concerns to Children's Social Care. Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Seek support for yourself if you are distressed.

### Stopping Domestic Abuse Together (SDAT) Notifications

**All SDAT notifications will be treated as any other safeguarding concern.** When the school receives a notification into the safeguarding email account, the Designated Safeguarding Lead and or the deputy Designated Safeguarding Lead will consider:

- What is already known about the child and their family? Are they known to Children's Services?- **Do Social care need to be contacted and made aware of police email**
- What is known about the child when they arrived (or not) at school today? How are they presenting physically and emotionally? Are there any changes in their behaviour?
- Who in the school needs to be informed? i.e. class teacher
- What 'checks' need to be carried out and how best can these be achieved?

The child or parent/carer will not be directly approached about the incident, **however a wellbeing check will be made on the parent.** We will make general enquires with the child about how they are, **this will be completed in a sensitive manner.** There may be times when the child may initiate a conversation about the incident, and in these circumstances all staff will follow the guidance outlined in the section 'If information is disclosed to you'.

We will refer to the [Domestic Violence Risk Identification Matrix](#) (DVRIM) to help us reflect on what is known, not known and make a judgement about risk. In all cases there will be a consideration of what support the child may need in school and if any actions are required to promote the child's welfare and ensure they are protected from harm.

If a child and their family are open to local authority Children's Services, the school and the Social Worker or Family Support Worker will liaise to share any relevant information and agree a plan of support.

**All staff should follow the Derby and Derbyshire Safeguarding Children Procedures.** These can be found on [www.ddscp.org.uk](http://www.ddscp.org.uk) and can also be accessed via the following link <https://derbyshirescbs.proceduresonline.com/index.htm>

The Derby and Derbyshire [Thresholds document](#) will support the Designated Safeguarding Lead (DSL), their deputy/ies and staff in their decision making about the child's needs and the appropriate assessment and interventions.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Children's Social Care. All staff however have a duty to recognise where extra support is needed or where there are complex needs or child protection concerns requiring intensive or specialist support. All concerns regarding the welfare of pupils/students will be recorded and discussed with the Designated Safeguarding Lead or their deputy (or another senior member of staff in the absence of the designated lead or deputy) prior to any discussion with parents.

### **If you suspect a child has emerging, complex needs or there are child protection concerns**

Information about abuse and neglect can be found in Appendix 1. Please see Section 5 for further guidance on Child on Child abuse, Appendix 5 for additional information about domestic abuse, 'honour based abuse/violence' (HBV) including female genital mutilation (FGM) and forced marriage, Appendix 6 for information about private fostering, Appendix 7 for information about Radicalisation and Extremism and Appendix 8 Child Sexual Exploitation and Child Criminal Exploitation, including county lines.

There will be occasions when you suspect that a child may be at risk, but you have no 'real' evidence or that the child may need support with their mental health. The child's behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered or you may have noticed other behavioural and or physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Ensure you record these early concerns using *CPOMS*. If a child or adult does begin to reveal that a child is being harmed you should follow the advice in the section 'If information is disclosed to you'.

### **If information is disclosed to you**

It takes a lot of courage for a child, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault. It is important they are reassured that they are being taken seriously, and that they will be supported and kept safe. They should not be made to feel they are creating a problem or feel ashamed for making a report. If possible reports, particularly those about sexual violence and harassment, should be managed with 2 members of staff present (preferably one being the Designated Safeguarding Lead or a deputy), however this might not be possible in all cases.

If a child or adult talks to you about any risks to a child's safety or wellbeing you will need to let them know that **you must** pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the child or adult may think that you do not want to listen, if you leave it till the very end of the conversation, they may feel that you have misled them into revealing more than they would have otherwise.

There will also be occasions when you suspect that a child may be at risk, but you have no 'real' evidence or that the child may need support with their mental health. The child's behaviour, play and or appearance may have changed, their attendance at school/college may have reduced, their ability to concentrate and focus may have altered, or you may have noticed other behavioural and or physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

During your conversation with the child or adult:

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.

- Keep questions to a minimum and of an open nature (TED questions tell me, explain, describe) i.e. 'can you tell me what happened?' rather than 'did x hit you?'
- Remain calm and do not overreact – the child or adult may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child or adult.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.
- At an appropriate time tell the child or adult that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused.
- Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but they may interpret it that they have done something wrong.
- Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see or contact them before the end of the day.
- Report verbally to the Designated Safeguarding Lead (DSL).
- Write up your conversation as soon as possible on CPOMS
- Seek support if you feel distressed.

If you are unsure you should always have a discussion with the Designated Safeguarding Lead to agree the best way forward.

**Staff must always immediately inform the Designated Safeguarding Lead (DSL) or their deputy if there is:**

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviour which gives rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child / young person.
- Any concerns regarding person(s) who may pose a risk to children e.g. living in a household with children present.
- Any concerns about online abuse including cybercrime, exploitation, harmful sexual behaviour and/or where any adult appears to be sexually communicating (e.g. email, text, written note or verbally) with a child; see [DDSCP Briefing Note Offence of Sexual Communication with a Child](#).
- Any concerns about child on child abuse/sexual violence and harassment; this should never be tolerated and passed off as banter, having a laugh, boys being boys or part of growing up
- Information which indicates that the child is living with someone who does not have parental responsibility for them (this known as private fostering).
- Any concerns that a child is at risk of domestic abuse, honour based abuse/violence including forced marriage or female genital mutilation (FGM).
- Any concerns that a child is at risk of radicalisation.
- Any concerns about child sexual exploitation or criminal exploitation, including county lines; this is also known as child at risk of exploitation (CRE).
- Any concerns that a child is at risk of radicalisation, child sexual exploitation or criminal exploitation, including county lines; or that a child or their parent/carer may be a victim of modern slavery (trafficked)

It is not the responsibility of the school staff to determine the truth of any disclosure or allegation; this is the responsibility of local authority children's social care. All staff however have a duty to recognise where extra support is needed or where there are complex needs or child protection concerns requiring intensive or specialist support.

## Role of the Designated Safeguarding Lead following identification of needs or concerns, including all Stopping Domestic Abuse Together notifications

The Designated Safeguarding Lead (DSL) and their deputies will:

- Review information received and assess if any urgent actions are needed
- Assess any urgent medical needs of the child.
- Check what is known about the child when they arrived (or not) at school, how they are presenting physically and emotionally and if there are any changes in their behaviour.
- Consider what is already known about the child and their family including whether any previous concerns have been raised by staff or if they are already known to Local Authority Children's services
- Inform relevant members of staff who have a specific need to know ie class teacher, relevant support staff.
- Consider whether the child has low level, emerging needs or complex/serious needs or if there are child protection concerns.
- Where appropriate use relevant national, [local](#) and education based assessment tools and guidance to support the identification of needs and decision making. For example:
  - School/college based records, assessments and chronologies, including any contextual factors/placed based risks
  - [DDSCP Threshold document](#) and [safeguarding children procedures](#)
  - DDSCP [Self-harm and Suicidal Behaviour Guidance Working with children and young people in Derby City and Derbyshire](#) (2022)
  - DDSCP [Guidelines for gathering information and assessing the needs of children whose parents have drug/alcohol issues](#)
  - DDSCP [Child Sexual Abuse within the Family Guidance for practitioners and managers](#) (2021)
  - [DfE Sexual violence and sexual harassment between child in schools and colleges](#) (2021)
  - [Stop it Now Sexual Behaviours Traffic Light Tool](#)
  - DDSCP [Child at Risk of Exploitation \(CRE\) Toolkit](#)
  - DDSCP [Graded Care Profile for Neglect \(GCP\)](#)
  - [Domestic Violence Risk Identification Matrix \(DVRIM\)](#)
  - [Safelives DASH Risk Identification Checklist](#) for when domestic abuse, 'honour'- based violence and/or stalking are disclosed
  - Body Maps
  - [Contextual safeguarding tools](#)
- Check whether the child is currently subject to a Child Protection Plan, or has previously been subject to a plan, is Looked After, has a Child in Need plan or an Early Help Assessment (EHA) or is open to a Multi-Agency Team (MAT) or known to another agency.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm (see below).
- If unsure about the action to take, including that a child protection referral should be made, seek advice from Children's Social Care or another appropriate agency.
- If the concerns are about radicalisation or violent extremism, make a referral to the Police Prevent Team.
- Where the child has complex needs or where there are child protection concerns, refer as appropriate to Children's Social Care or locality based Vulnerable Children's Meeting (VCM).
- If a child is at risk of immediate harm, and/or where it is believed a criminal offence has been committed, including sexual violence and harassment refer to the Police. See [NPCC When to call the police; guidance for schools and colleges](#).

## Notifying parents

The school will normally seek to discuss any needs or concerns about a child with their parents or carers. This must be handled sensitively. Where an Early Help Assessment would benefit the child and their family the most appropriate member of staff should approach the parent/carer to take this forward. In situations where there are serious needs or child protection concerns the Designated Safeguarding Lead (DSL) will make contact with the parent or carer.

However, if the setting believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Local Authority Children's Social Care.

### **Pastoral/school based support**

In all cases school will consider what support could be offered within the setting via pastoral support processes. This can be daily/weekly well-being checks or 1-1 direct work. Pastoral support will be kept under constant review to ensure that it is effective.

### **Getting early help for the child**

If a referral to Social Care is not considered appropriate, consideration should be made to what support the child and family needs. The school/college will consider what support could be offered within the setting via pastoral support processes or whether it may be useful to undertake an Early Help Assessment (EHA) to clarify the child's needs/strengths and the support required and/or make a referral for other services.

Full written records of the information that the Designated Safeguarding Lead (DSL) or deputy received, detailing the actions taken or not taken and the reasons for these will be made. See [Derby Education Providers Safeguarding/Child Protection File Guidance](#).

### **Using the [Early Help Assessment](#) (EHA)**

Where a child is likely to require co-ordinated support from a range of early help services, or where there are concerns for a child's well-being or a child's needs are not clear, not known or not being met, the designated safeguarding lead or their deputy will support the completion of an early help assessment (EHA) and if needed, co-ordinate a team around the family (TAF).

Whenever a child and their family are supported via an early help assessment, the school will keep this under constant review and should the child's situation appear not to be improving or getting worse, consideration will be given to a referral to local authority children's services. For more information about the early help assessment process see Derby and Derbyshire Safeguarding Children; Providing early help procedure.

**The Early Help System Guid provides a toolkit to assist local strategic partnerships responsible for their early help system in their area. Effective provision relies upon local organisations and agencies working together to:**

- identify children and families who would benefit from early
  - Support is provided by a range of agencies such as health and education. GPs, health visitors and school nurses are some examples of this type of service provision
  - undertake an assessment of the need for early help which considers the needs of all members of the family • ensure good ongoing communication, for example, through regular meetings between practitioners who are working with the family
  - co-ordinate and/or provide support as part of a plan to improve outcomes. This plan will be designed together with the child and family, and updated as and when the child and family needs change
  - Engage effectively with families and their family network, making use of family group decision-making, such as family group conferences,
  - To help meet the needs of the child/children

### **Extra support (universal)-Low level needs**

Where the school/college and another service i.e. Derby early help offer to schools, may be able to meet the needs, take swift action and prevent needs escalating, the Early Help Assessment (EHA) pre-assessment will be completed to identify and document the needs. This process may identify that an Early Help Assessment may be needed and the action to be taken.

### **Emerging needs**

Where the child or parent are likely to require co-ordinated support from a range of early help services, or where there are concerns for a child's well-being or a child's needs are not clear, not known or not being met, staff should discuss

the use of the Early Help Assessment with the child and /or their parents or carers. Where a multi-agency response is needed a Team Around the Family (TAF) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the child's needs. The Designated Safeguarding Lead (DSL) or deputy will generally lead on liaising with other agencies, setting up the inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as lead professional.

For more information about the Early Help Assessment process see the DDSCP [Early Help](#) webpage or DDSCP safeguarding children procedures; [Providing early help](#).

If Early Help and/or other support are appropriate, the case should be kept under constant review. At each stage of the process where the child's situation doesn't appear to be improving and complex needs requiring intensive support (via Multi-Agency Team/MAT) or enduring complex needs (child in need) or child protection concerns are identified requiring specialist support, a referral to Children's Social Care will be made. See below.

## Referral to Children's Social Care

**Concerns about a child's welfare will be referred to Children's Social Care.**

**If at any point there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care and/or the police immediately.**

**Anybody can make the referral**

Where it is believed that there are urgent child protection concerns, the Designated Safeguarding Lead (DSL) or deputy will make a referral to Children's Social Care by phone and follow this up in 'writing' via the [Derby Children's Social Care Online Referral System](#). Non-urgent cases should be referred via the [Derby Children's Social Care Online Referral System](#) or via submission of an Early Help Assessment, or equivalent assessment, to the weekly Vulnerable Child meeting (VCM) in the relevant locality.

In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action hasn't been taken, any staff member can refer their concerns directly to Social Care however they should inform the Designated Safeguarding Lead (DSL) or deputy as soon as possible. See Derby and Derbyshire [Thresholds document](#) and [Derby and Derbyshire Safeguarding Children; Making a referral to Children's Social Care procedure](#).

**If the referral is about a 'known' case of female genital mutilation (FGM)**, in addition to a referral to Social Care, the individual teacher also has a mandatory reporting duty; see [Mandatory Reporting of Female Genital Mutilation; procedural information](#). Under this duty, 'known' cases of female genital mutilation (FGM) where a girl under 18 informs the person that an act of female genital mutilation (FGM) has been carried out on her, or where physical signs appear to show that an act of female genital mutilation (FGM) was carried out, must be reported to the Police on 101. This is a personal responsibility in addition to the referral to Children's Social Care and the professional who identifies female genital mutilation (FGM) and/or receives the disclosure should make the report by the close of the next working day.

## Action following referral

The Designated Safeguarding Lead (DSL), their deputy or other appropriate member of staff will:

- Where a referral was made by phone follow up the referral in writing using the [online referral system](#) within 48 hours and attaching any existing assessment i.e. Early Help Assessment. In all cases the school/college will also include information held about any place based risks (harm outside of the home).
- Children's Social Care should make a decision within one working day of the referral being made about what course of action they are taking and let the school/college know the outcome. If the information is not

forthcoming, the Designated Safeguarding Lead (DSL) or another appropriate member of staff will follow this up.

- Maintain contact with the allocated Social Worker and support them or other agencies following any referral.
- Contribute to any strategy discussion or meetings.
- Support any Section 47 enquiries or statutory assessments that are carried out.
- Provide a report for, attend and contribute to any initial and review Child Protection Conference.
- Share the content of this report with the parent and if appropriate the child, prior to the meeting.
- Attend core group meetings for any child subject to a Child Protection plan or Child in Need meeting for any child subject to a Child in Need plan.
- Whenever there are concerns about the outcome of a Child Protection Conference use the [Derby Child Protection Conference Professional Dissent Process](#).
- Where a child on a Child Protection plan, Child in Need plan or who is Looked After moves from the school/college or goes missing, immediately inform the key worker in Social Care.
- If after the referral the child's situation does not appear to be improving the Designated Safeguarding Lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and the child's situation improves. See [Derby and Derbyshire Multi-Agency Dispute Resolution and Escalation Policy Escalation policy](#).

### **Confidentiality and sharing information**

The school recognises the importance of information sharing between the school and local agencies to effectively safeguard our learners. The setting operates with regard to HM Government [Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2024), Information Commissioner's Office [A 10 step guide to sharing information to safeguard children](#) (2023) and DDSCP [Information Sharing Guidance for Practitioners](#) (2022).

All staff will be mindful of the seven golden rules to sharing information (See Appendix 17) and considerations with regard to the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR). They should be clearly aware that the Data Protection Act 2018 and UK GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe and promoting their welfare.

School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of a child, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. **Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.**

Staff should only discuss concerns with the Designated Safeguarding Lead (DSL) or Deputy (or the most senior person on the premises if they are unavailable), Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Children's Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy, who will seek advice from our Data Protection Officer if needed

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

All information sharing outside of 'business as usual', should be recorded on the appropriate logs

The school/college's policy on confidentiality and information-sharing is available to parents and children on request.

## Record keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the schools agreed processes. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead (DSL) or their deputy. See [Derby Education Providers Safeguarding/Child Protection File Guidance](#).

Records of concerns documentation and other written safeguarding information will be kept confidential and stored securely and only made available to relevant individuals. Electronic information will be password protected and only made available to relevant individuals

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached, the rationale for these, and the outcome, as well as a review of any progress made

Any professional differences of opinion about the safety of a child will also be recorded; see DDSCP Multi Agency [Dispute Resolution and Escalation Policy](#) and [Derby and Derbyshire Child Protection Conference Professional Dissent Process](#)

When a child leaves the school, the Designated Safeguarding Lead (DSL) will ensure a copy of these records will be securely sent along with the [DDSCP Derby Education Providers Transfer summary sheet](#) as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term) to any school/college or other education setting which the child transfers and a confirmation of receipt obtained. The safeguarding/child protection file transfer will be separate to the main pupil file. This will allow the new provider to continue supporting the child and have the support in place for when the child arrives.

**Where the safeguarding has been automatically transferred, a copy of the receipt will be printed out, dated and signed, this is then given to the SBM to be stored securely . This includes a summary of concerns and name of lead professional.**

The Designated Safeguarding Lead (DSL) will also consider if it would be appropriate to share any information with the new education provider in advance of the child leaving e.g. children who have or who have had a social worker, those receiving support through the Channel programme.

The Designated Safeguarding Lead and their deputy will be informed when a child's safeguarding/child protection file is received.

## Support for those involved in a safeguarding/child protection issue

Child neglect, abuse and exploitation is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person who will keep all parties informed and be the central point of contact.
- Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our Supervision policy whistle blowing, complaints and disciplinary procedures.
- Co-operating fully with relevant statutory agencies.

## 5. Child on Child abuse/Allegations of abuse made against other children

All staff working in or on behalf of the school maintain an attitude of 'it could happen here' this is especially important when considering child-on-child abuse. Even if there are no reports it does not mean it is not happening.

**If staff have any concerns regarding child-on-child abuse, they should speak to the designated safeguarding lead or their deputy**

The school recognises that children may abuse their peers physically, sexually and emotionally. There is a zero tolerance approach to child on child abuse; abuse is abuse and this will not be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The setting will take child on child abuse as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We will respond to all reports and concerns, including those that have happened outside of the school and / or online. In addition, we also recognise that children who abuse others and any other child affected by child on child abuse are also likely to have considerable welfare and safeguarding issues themselves.

### What is child on child abuse?

**Keeping Children Safe In Education (KCSIE) 2025** defines child on child abuse as most likely to include but is not limited to;

- Child on child abuse is most likely to include but is not limited to:
  - Bullying (including cyberbullying, prejudice based and discriminatory bullying)
  - Abuse within intimate personal relationships between peers
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and /or encourages physical abuse)
  - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
  - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
  - Upskirting<sup>2</sup>, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm,
  - Initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used in a way of initiating a person into a group and may also include an online element).
- Child on child abuse exists on a continuum and different forms of abuse may overlap.
- It can affect any child/young person of any age and sex and can occur between two children or through a group of children abusing a single child or group of children.
- Sometimes vulnerable children are targeted. For example:
  - Those living with domestic abuse or intra-familial abuse in their histories
  - Young people in care
  - Those who have experienced bereavement through the loss of a parent, sibling or friend
  - Black and minority ethnic children are under identified as victims but are over identified as perpetrators
  - There is recognition it is more likely that girls will be victims and boys perpetrators. However both girls and boys can experience child on child abuse but they are likely to experience it differently i.e. girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group).

<sup>2</sup> The Voyeurism (Offences) Act ( 2019) – upskirting is a criminal offence and anyone of any gender can be a victim

- Evidence also shows that children with SEND and LGBTQ+ children are at greater risk.
- It is influenced by the nature of the environments in which children/young people spend their time - home, school/college, peer group, online and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer.
- Child on child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another and has the opportunity or is in an environment where this is possible.
- While perpetrators of child on child abuse pose a risk to others they are often victims of abuse themselves.

### **Preventing (Minimising the risk of) child on child abuse**

There is a whole school approach to preventing child on child abuse, including child on child sexual violence and sexual harassment; this forms part of the whole school/college approach to safeguarding. The school will seek to minimise the risk of child on child abuse by ensuring an approach that prepares learners for life in modern Britain. The establishment has a clear set of values and standards which are upheld and demonstrated throughout all aspects of school/college life.

The school provides a safe environment, promotes a culture of positive standards of behaviour, takes steps to address inappropriate behaviour, has effective systems in place where children can confidently raise concerns knowing they will be taken seriously and provides safeguarding through the curriculum via PHSE, online safety and other curriculum opportunities. This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others. See Section 3: Safe Environment – children are safe and feel safe.

All staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Downplaying certain behaviours will not be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up'. Staff will maintain an attitude 'it could happen here'. All inappropriate behaviour will be addressed.

The setting deals with a wide continuum of children's behaviour on a day to day basis and most cases will be dealt with via school/college based processes. These are outlined in the following policies:

- Children's behaviour policy, including bullying/ online bullying and prejudice-based bullying
- Online safety/E-safety and other associated issues, including sharing nudes and semi-nudes (known as sexting or youth produced sexual imagery) and extremist material
- Attendance and Absence policy
- Relationships and Health Education
- Anti-bullying policy
- SEND policy and information report

The setting will also act to minimise the risk of child on child abuse by ensuring the establishment provides a safe environment, promotes positive standards of behaviour, has effective systems in place where children can raise concerns and provides safeguarding through the curriculum via PSHE and other curriculum opportunities ie nurture groups. This may include targeted work with children identified as vulnerable or being at risk.

### **Systems for children to report abuse**

Even if there are no reports all staff understand it does not mean it is not happening, it may be the case it is not being reported. We recognise that children may not find it easy to tell staff about the abuse, that certain children may have additional barriers to telling someone and children can show signs or act in ways they hope adults will notice or react to. In some cases, victims may make indirect reports via a friend or staff may overhear conversations. All staff recognise the indicators and signs of child on child abuse and know how to identify it.

## Action on concerns

Child on child abuse may be a one-off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive however in some circumstances it may be less clear. In particular, reports of sexual violence and harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. In all cases the initial response to a report is very important. Members of staff will take the concerns seriously and reassure the child that they will be supported and kept safe, regardless of how long it has taken them to come forward. If possible, reports should be managed with 2 members of staff present (preferably one being the Designated Safeguarding Lead or a deputy), however this might not be possible in all cases. The victim will not be given the impression they are creating a problem or made to feel ashamed for making a report or their experience minimised. Abuse which has occurred online or outside of the school/college will be treated just as seriously as that which has occurred within the education environment.

Staff must follow Section 4. Taking Action on a child's concerns and discuss the concerns and seek advice from the Designated Safeguarding Lead (DSL).

When an allegation is made by a pupil/student against another pupil/student, members of staff should consider if the issues raised indicate that the child and /or alleged perpetrator may have low level, emerging needs, complex/serious needs or child protection concerns and follow the process outlined in Section 4. Taking Action on Concerns.

Particular considerations for cases where child on child abuse is a factor include:

- What are the wishes of the victim in terms of how they want to proceed
- What is the nature, extent and context of the behaviour including verbal, physical, sexual (including sharing of nudes/semi-nudes) and/or online abuse? Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the duration and frequency? Is the incident a one off or a sustained pattern of abuse? (remember there may be other forms of abuse in addition to what has been reported) Were other children and /or adults involved? Has a crime been committed and/or whether any harmfully sexual behaviour has been displayed?
- What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this i.e. coercion), and family and social circumstances? What is the nature of the relationship between the children involved? Are they in a current or previous intimate personal relationship, do they live in the same household or setting, attend the same school/college, classes or transport?
- What are the relative chronological and developmental ages of the children? Does the victim or perpetrator have a disability or learning difficulty? Are there any differentials in power or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child victim or alleged perpetrator themselves and others i.e. other children in school, adult students, school staff, in the child's household, extended family, peer group or wider social network? Are there any links to child sexual exploitation, child criminal exploitation or gang related activity?

Immediate consideration should be given to how best to support and protect the victim and alleged perpetrator and any other children involved/impacted. There must also be careful consideration on how best to keep the victim and alleged perpetrator apart on school premises (including any before or after school activities)

For all other reports of sexual violence and sexual harassment and forms of child on child abuse, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, school premises and transport should be considered immediately.

All decisions will be made in the best interests of the children involved and should not be perceived to be a judgement on the guilt of the alleged perpetrator. In all cases, the initial report should be carefully evaluated on a case by case basis with the Designated Safeguarding Lead (DSL) taking a leading role and using their professional judgement, supported by other agencies, such as Children's Social care and the Police as required. The Designated Safeguarding Lead will refer to relevant assessment tools and guidance as appropriate such as:

- [Keeping Children Safe in Education](#) , Part 5
- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Searching, screening and confiscation at school](#)

- [Behaviour in schools](#)
- [School suspension and permanent exclusions](#)
- [Stop it Now Sexual Behaviours Traffic Light Tool](#)
- [DDSCP Thresholds Document](#)
- [DDSCP Safeguarding Children Procedures](#), in particular Children who present a risk of harm to others and Online Safety and Internet Abuse
- [When to call the police – guidance for schools and colleges](#)

Whenever there is an allegation of abuse, including concerns about sexual harassment and violence, made against a child, the Designated Safeguarding Lead (DSL) and other appropriate staff will draw together separate risk and needs assessments and action plans to support the victim and the alleged perpetrator. These will consider:

- The victim, especially their protection and support;
- Whether there have been other victims
- The alleged perpetrator; and
- All the other children (and if appropriate adult students and staff) at the school, especially any actions that are needed to protect them.
- The time and location of the incident and any action required to make the location safer
- When information can be disclosed to staff and others, including the alleged perpetrator and parents/carers.

Whenever Local Authority children’s social care and or the police are involved, the school will work in collaboration to ensure the best possible support and protection is provided for both the victim and the alleged perpetrator.

All reports of child on child abuse (including sexual harassment and/or sexual violence) will be recorded in the child’s safeguarding/child protection file. This will include all decision making, risk and needs assessment and plans must be recorded in writing.

Where appropriate incidents may be managed internally (low level needs), via early help (emerging needs) or through children’s social care (complex/serious needs or child protection concerns); reports to the police will be run in parallel with Children’s Social Care as outlined in the DDSCP safeguarding children procedures.

All risk and needs assessment and action plans whether internal or multi-agency will be reviewed and updated on a regular basis. If things do not improve or deteriorate the situation should be reconsidered. Relevant policies will be updated to reflect the lessons learnt and consideration given to the wider cultural issues within the school that enabled the behaviour to occur.

Where the victim or alleged perpetrator transfer to another education setting the Designated Safeguarding Lead (DSL) will ensure the new provider will be made aware of any on-going support needs (and will discuss this with the victim and where appropriate their parents, as to the most suitable way of doing this) as well as transferring the safeguarding/child protection file. In the case of the alleged perpetrator, where appropriate, this will also include potential risks to other children and staff. See Section 4 Taking Action on Concerns - record keeping.

**Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) or where there are concerns about any other form of abuse, a referral must be made immediately to Children’s Social Care and where appropriate the Police.**

## 6. Safer Recruitment and Selection of Staff

The school uses best practice and has adopted robust recruitment and selection procedures as outlined in Keeping Children Safe in Education 2025 that minimise the risk of employing people who might abuse children or are otherwise unsuitable to work with them. This includes any remote recruitment processes. We complete a full range of checks which are carried out to minimise the possibility of children suffering harm from those they consider to be in positions of trust.

Those involved with the recruitment and employment of our staff have received appropriate safe recruitment training and at least one person who conducts the interview has completed safer recruitment training.

The school has a culture which safeguards and promotes the welfare of children in the setting. As part of this we ensure that all appropriate measures are applied in relation to recruitment procedures that deter and prevent people who are unsuitable from working with children from applying for or securing employment or volunteering opportunities in the establishment, including volunteers, trainee teachers, supply staff and staff employed by contractors. This is an essential part of creating a safe environment for children and young people.

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding children at every stage of the process. This includes obtaining and scrutinising comprehensive objective and factual information about applicants. For example, obtaining professional references, verifying academic or vocational qualifications, previous employment history, verifying health and physical capacity for the job as well as resolving any discrepancies or anomalies in references.

It also includes ensuring that advertising, job descriptions, application forms, person specifications, shortlisting, selection and interview processes include safeguarding and right to work in England checks.

Everyone who works in the school/college, including volunteers and school governors will have appropriate [Disclosure and Barring \(DBS\)](#) and [teacher status checks](#). Governors and all relevant staff will also require section 128 checks. (Please note: all schools providing childcare must ensure that appropriate checks are carried out to ensure that individuals employed to work in reception classes or wraparound care for children up to aged 8 are not disqualified under Childcare Disqualification Regulations 2018, see [Statutory guidance Disqualification under the Childcare Act 2006](#)).

### Agency, Supply Staff, Training Providers and Contractors

The school will obtain written notification from any agency, third party organisation or initial teacher training provider that they have carried out checks on an individual who will be working at the school that we would otherwise perform. Where contractors are used to provide services safeguarding requirements and the check needed will be set out in the contract.

**Individuals who have lived or worked outside the UK**-will undergo the same checks as all other staff in the school and further checks deemed appropriate to ensure suitability.

### Volunteers

The setting will ensure volunteers are appropriately supervised as outlined in [statutory guidance](#) on supervising the activities of workers and volunteers with children. In addition risk assessments will be undertaken and professional judgment/experience used when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaged in regulated activity. The details of the risk assessment will be recorded.

See the school Recruitment and Selection Policy/Disclosure and Barring (DBS) Policy and Supervision of Volunteer's Statement

### 'Extended school' and off site arrangements

Where 'extended school' activities are provided by and managed by the setting, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment checks and procedures. When our children attend offsite activities, we will check that effective child protection arrangements are in place. Where a child is placed with an

alternative provision provider, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

### **Visitors to the school/college**

The premises provide a safe learning environment with secure access. We recognise there are different types of visitors, those in a professional capacity, children's relatives or others visiting for school activities or visitors via a third party and have processes in place to ensure they are suitable, are checked and monitored as appropriate.

We recognise the importance of allowing access for Local Authority Children's Social Care to conduct or whether to conduct an assessment and that staff from other partner agencies may need to visit to see a child or young person to either safeguard or promote their welfare.

Visitors are asked to produce their DBS and photo ID- if this is produced a Green lanyard is issued

If DBS not seen Red Lanyard is issued

### **External visitors/speakers**

The school may ask external speakers or visitors to work with children or provide assemblies. On these occasions there will be an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required and an assessment made of what will be appropriate supervision. There will also be an agreement made in advance of the sessions of how a safeguarding report should be dealt with by an external visitor

### **On-going safeguarding of children**

There is a co-ordinated whole school approach to safeguarding which goes beyond safer recruitment processes and extends safeguarding vigilance to all aspects of the establishments culture and environment.

The Governing Body have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour

- **Staff in school wear a named badge on a black lanyard**
- **Green Lanyard visitor in school, DBS has been seen, these can work with children unsupervised**
- **Red lanyard visitor in school DBS has not been seen and adults wearing red lanyard are not to be unsupervised with children**

## **7. What staff should do when they have concerns and /or allegations about another staff member (including supply staff, contractors and volunteers)**

As part of our whole school approach to safeguarding **all** concerns and or allegations about adults working in or on behalf of the school (including supply teachers, contractors and volunteers) will be reported and dealt with promptly and appropriately.

By doing so everyone in the school will:

- Create and embed a culture of openness, trust and transparency
- Help to identify concerning, problematic or inappropriate behaviour at an early stage
- Minimise risk of abuse
- Ensure that school staff are clear about professional boundaries and act within these, in accordance with the ethos and value of the institution
- All our staff/Volunteers/students will maintain an attitude of **'it could happen here'**

The school recognise there are two levels of allegation/concern

1. Allegations that may meet the harms threshold
2. Allegations/concerns that **do not** meet the harms threshold, also known as 'low level concerns'

Our response to concerns/allegations is consistent with the DDSCP Safeguarding Children Procedures; [Allegations against Staff, Carers and Volunteers](#).

### **1. Allegations that may meet the harms threshold**

This is where an allegation might indicate that a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. Where it is alleged that anyone working in the establishment, including supply teachers, contractors and volunteers has:

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

This includes any behaviour that may have happened outside school and is known as transferable risk.

### **If you have concerns about another staff member**

Staff who are concerned about the conduct of a colleague (including supply staff, contractors and volunteers) towards a child are undoubtedly placed in a very difficult situation. However, all staff must remember that the welfare of the child is paramount.

All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported without delay to the Headteacher. Where there are concerns allegations about the headteacher this should be referred to the chair of governors. In a situation where there is conflict of interest in reporting the matter to the headteacher this should be reported directly to the Local Authority Designated Officer (LADO). The member of staff should make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc; this should then be signed and dated

### **Looking after the welfare of the child**

Where a child has been harmed, or there is an immediate risk of harm to a child or if the situation is an emergency, children's social care should be contacted and where appropriate the police. It is the Designated Safeguarding Lead's responsibility to ensure the child is not at risk and refer cases of suspected abuse to Children's Social Care.

### **Investigating and supporting the person subject to the allegation**

A case manager will lead the investigation. This will be the headteacher or where the headteacher is the subject of the allegation, the chair of governors.

Allegations will be dealt with

- By applying common sense and judgement
- Quickly, fairly and consistently
- Providing effective protection for the child and support the person subject to the allegation

Before contacting the Local Authority Designated Officer (LADO) the case manager will conduct basic enquiries in line with DDSCP procedures to establish the facts to help them determine whether there is any foundation to the allegation; being careful not to jeopardise any future police investigation.

- The Headteacher, or Chair of Governors should complete the [Derby and Derbyshire LADO Referral Form](#) and email to the responsible local authority; see other key safeguarding contacts list on page 13,14,15. The LADO on duty will then contact them within one working day to discuss their referral. The discussion will consider the nature, content and context of the allegation and agree a course of action.
- When to inform the individual will be on a case by case basis, with guidance from the LADO, and where appropriate children's social care and the police.
- Where the subject of the allegation is a member of supply or contracted staff, the employment agency should be fully involved in any enquiries however the school will usually take the lead.
- Consideration will be given throughout to the support and information needs of pupils, parents and the subject of the allegation.
- Details of the allegation, any investigation, actions taken and the outcome category will be recorded as outlined in national and local guidance. Records will be kept confidential, held securely and comply with data protection legislation.
- If consideration needs to be given to the individual's employment, advice will be sought from HR or equivalent.

### **Non recent allegations**

Non recent allegations by a child will be reported to the LADO in line with DDSCP multi-agency safeguarding procedures. Where an adult makes an allegation to a school/college they were abused as a child, the DDSCP [Adults who Disclose Non Recent Abuse procedure](#) should be followed.

For further information about concerns which may meet the harms threshold see [Rosehill Infant and Nursery School's](#) Staff Code of Conduct, Managing Allegations against Staff Policy, Complaints and Whistleblowing Policy.

## **2. Concerns that do not meet the harm threshold**

Allegation/concerns that do not meet the harms threshold are referred to as 'low level concerns'. Low level concern does not mean it is insignificant, rather that the behaviour towards the child does not meet the harm threshold as outlined above.

A low level concern is any concern, no matter how small, that an adult working in or on behalf of the school/college may have acted in a way that is:

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

The behaviour can exist on a wide spectrum. Further information about distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour can be found in the school/college staff code of conduct policy.

Staff should share low level concerns with the Designated Safeguarding Lead, this may include self-referral where staff have found themselves in a situation which could be misinterpreted, might appear compromising to others and on reflection they believe they have behaved in a way that they consider falls below the expected professional standards.

Reports about supply staff or contractors will be notified to their employers.

All low level concerns will be recorded in writing by the Designated Safeguarding Lead. The records will be kept confidential, held securely and comply with data protection legislation.

Staff are also encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others and/or on reflection they believe they have behaved in a way that they consider falls below the expected professional standards.

The headteacher will be the decision maker in respect of all low-level concerns; however, this may be undertaken in collaboration with the designated safeguarding lead.

Reports about supply staff or contractors will be notified to their employers.

All low-level concerns will be recorded in writing to include details of the concern, the context and the action taken. For further information about the procedure for recording and responding to low-level concerns see school staff behaviour (code of conduct) policy.

### **Concerns about safeguarding practices within the school**

All staff are encouraged to raise concerns about poor or unsafe practices and potential failures in the school safeguarding regime. These concerns will be taken seriously by the senior leadership team.

For further information about the procedure for responding to low level concerns see **Rosehill Infant and Nursery School's** Staff Code of Conduct, Managing Allegations against Staff Policy, Complaints and Whistleblowing Policy.

## **Appendix 1**

## **Types of Abuse and Possible Indicators**

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

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others this can be particularly relevant, for example in relation to the impact on children of all forms of Domestic Abuse. Children may be abused in a family 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. They may be abused by an adult or adults or by another child or children.

Remember children with special educational needs (SEN), certain health conditions and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. Similarly, where a child is black or from a minority ethnic group, aggressive behaviour, emotional and behavioural problems and educational difficulties may be wrongly attributed to racial stereotypes, rather than abuse. Cultural and religious beliefs should not be used to justify hurting a child.

### **Physical Abuse**

Physical abuse 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<sup>3</sup>.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens<sup>4</sup>. Babies and disabled children also have a higher risk of suffering physical abuse.

#### **Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained
  - Bruises or cuts
  - Burns or scalds; or
  - Bite marks<sup>5</sup>.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capacity, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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, though it may occur alone.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child.

**Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**Sexual Abuse (and sexual exploitation)**

Sexual abuse is any sexual activity with a child. 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 a sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology 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 (also known as child on child abuse). See Section 5: Child on Child Abuse.

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

**Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

See DDSCB [Child Sexual Abuse within the Family Guidance for practitioners and managers](#)

Child sexual exploitation is also a form of child sexual abuse. See appendix 8 Child Sexual Exploitation (CSE) and Criminal Child Exploitation (CCE), including county lines

## Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

### **Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe
- Children who are left hungry or dirty
- Children who are left without adequate clothing, e.g. not having a winter coat
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence
- Children who are often angry, aggressive or self-harm
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

## Abuse, neglect and exploitation

- All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
- All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.
- All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.
- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

**In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.**

## **Appendix 2**

### **Concerns Form**

#### **To be used if unable to access CPOMS to report concern**

Education settings must ensure that volunteers, visitors to school staff and governors are able to record concerns about:

- The welfare of a child or young person; and
- The behaviour of a volunteer, member of staff, governor or person connected with the school/college.

The following headings illustrate the minimum information that should be included in the local arrangements that is agreed within the individual education setting.

#### **Principles**

A statement should be included on the form used in the setting that confirms:

*"Any member of the staff, including volunteers and visitors must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern. If the concern is about:*

- The welfare of a child it must be sent to the Designated Safeguarding Lead (DSL).
- The behaviour of any member of staff it must be sent immediately to the Headteacher, or the Chair of Governors/Management Committee or equivalent if the allegation is against the Headteacher or where the Headteacher is the sole proprietor of an independent school the allegations should be reported directly to the Local Authority Designated Officer.

If the concerns are immediate, please inform an appropriate person straight away."

**Rosehill Infant and Nursery School  
Safety and Welfare Concern Form**

Any member of staff including volunteers, must report any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern. If the concern is about:

- The welfare of a child it must be handed to the Designated Safeguarding Lead DSL or Deputy DSL
- The behaviour of any member of staff given immediately to the Head teacher or the chair of Governor's if the allegation is about the Head teacher

If the concerns are immediate, please inform the appropriate person straight away

<i>First Name</i>	<i>Family Name</i>	<i>Date of Birth</i>
<i>Class Teacher</i>	<i>Class Year</i>	<i>Sibling's Name /DOB</i>
<i>Time of Incident</i>	<i>Date of incident</i>	<i>Palace of Incident</i>

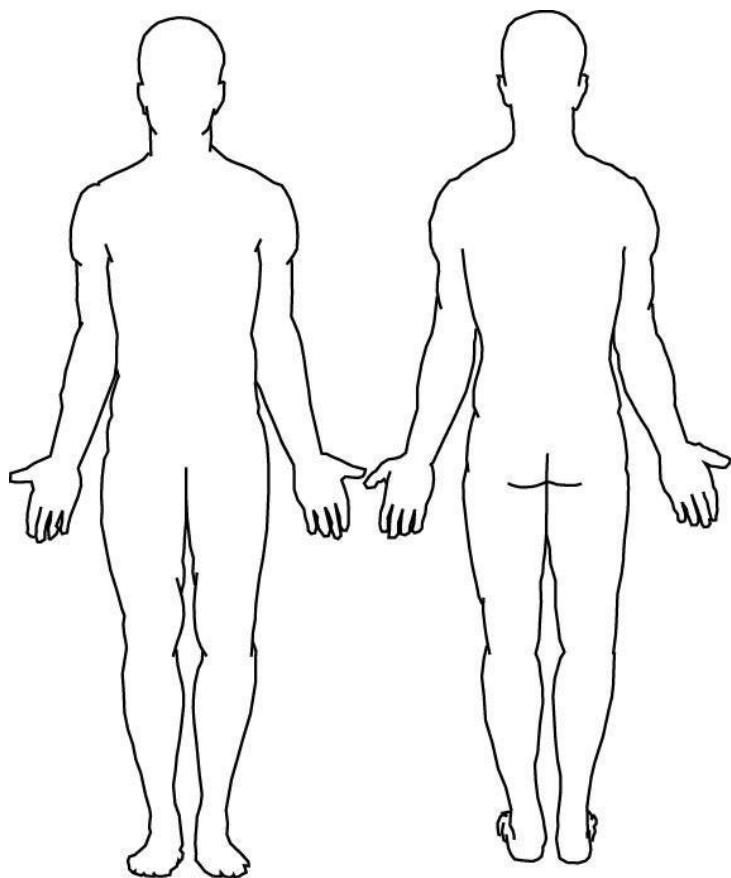
*Include: Nature of concern, factual description, response to child, what the child said using child's own words, what action was taken, who else was involved.*

**(Who, what, when, where, how)**

**Concern:**

<i>Signed</i>	<i>Print Name</i>
---------------	-------------------

Cont.



Please give further details where appropriate:

Type of mark:

Size:

Location of mark:

Medical treatment required/received:

**Follow up by SLT:**

**Signed:**

**Print Name:**

**Date:**

## Detailed Body Maps

### Appendix 3

#### **Medical assistance and first aid should be sought where this is required.**

All concerns and actions must be recorded using the concerns form or other safeguarding recording systems in use within the setting.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. They must be completed at time of observation using a black pen; correction fluid or any other eraser should not be used.

#### **Do not:**

- **Remove or lift clothing** for the purpose of the examination unless the injury site is freely available because of treatment, or;
- **Take photos of injuries.** If photos of injuries are required for evidence purposes then this should be done by the Police.

#### **Do:**

Record any visible injuries or ask the child/young person to point to where else it is sore/hurts

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

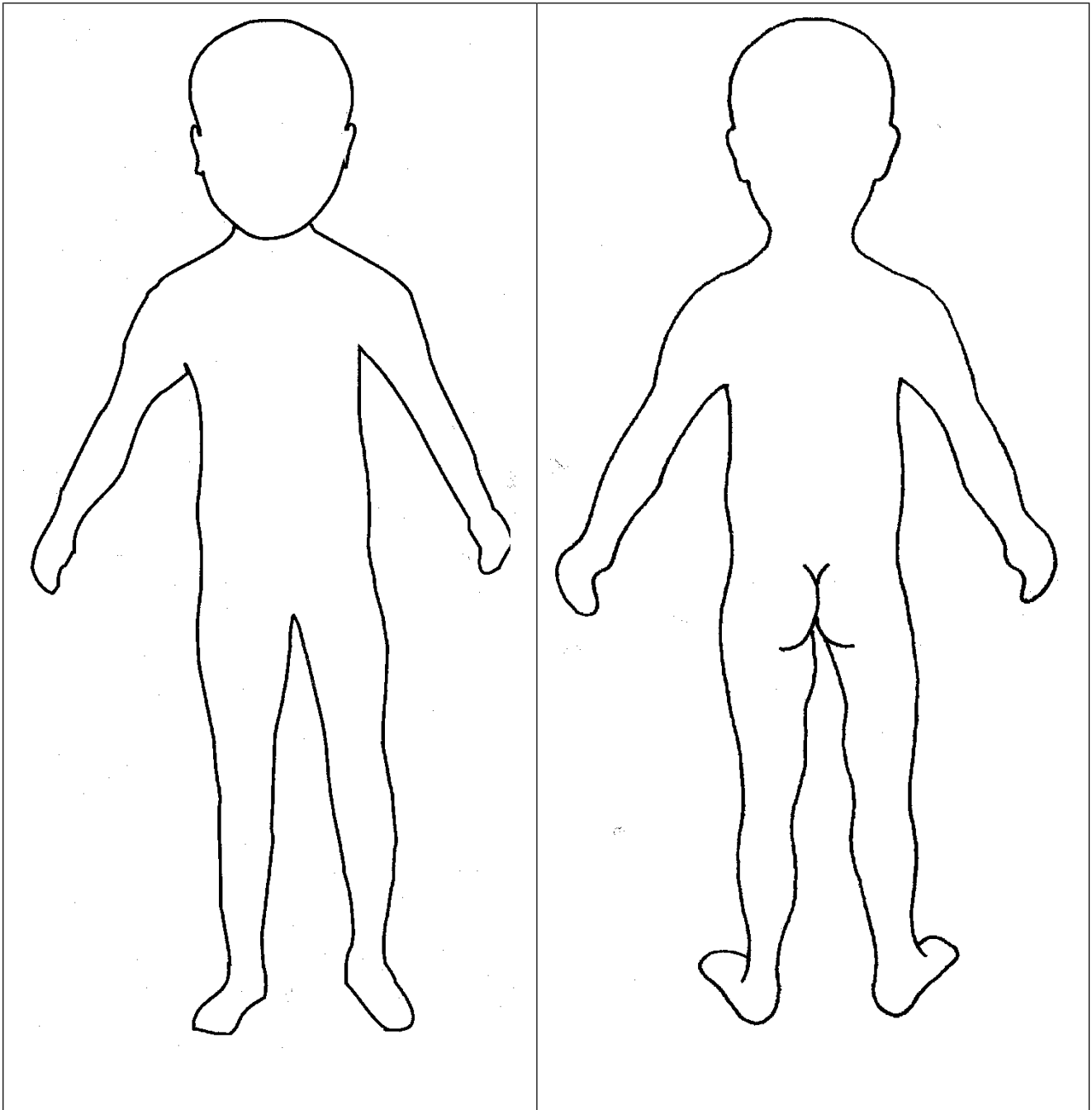
- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

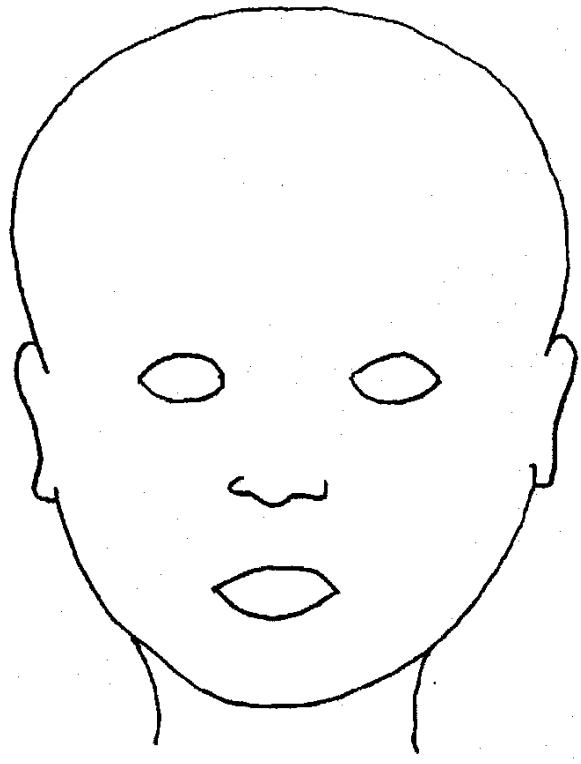
A copy of the body map should be kept on the child/young person's safeguarding/child protection file.

## Body Map

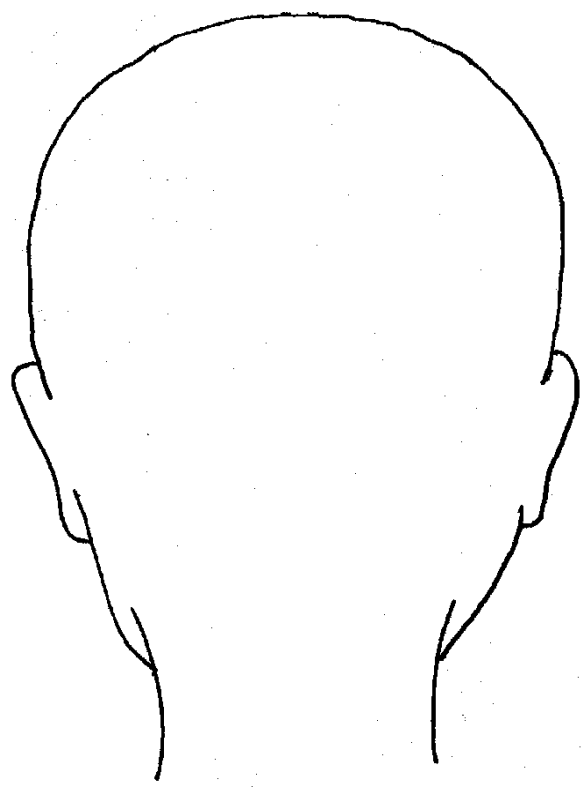
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<b>Name of person completing the Body Map:</b>		<b>Role:</b>	
<b>Date and time of observation:</b>			



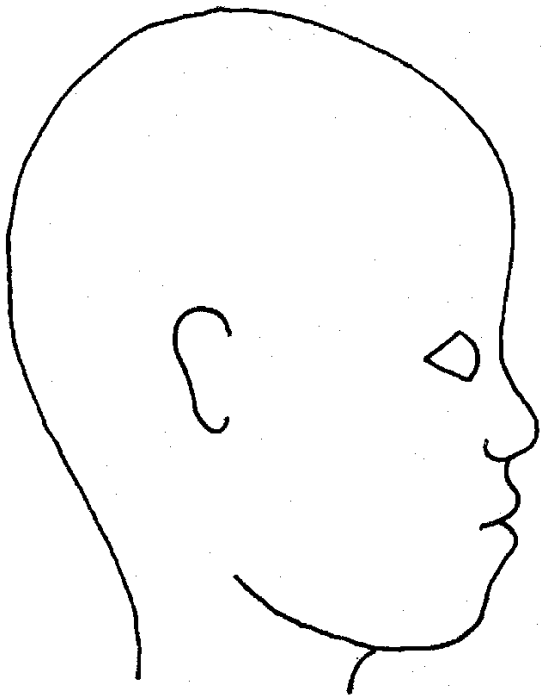
<b>Name of Child:</b>		<b>Date/time of observation:</b>	
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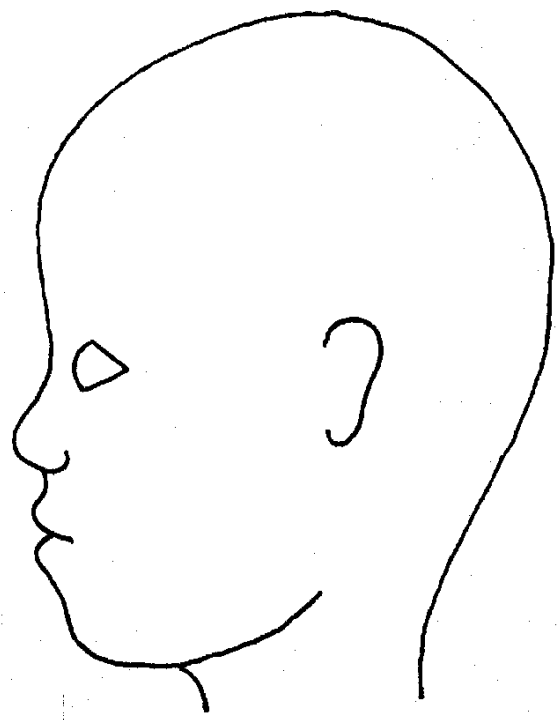
**FRONT**



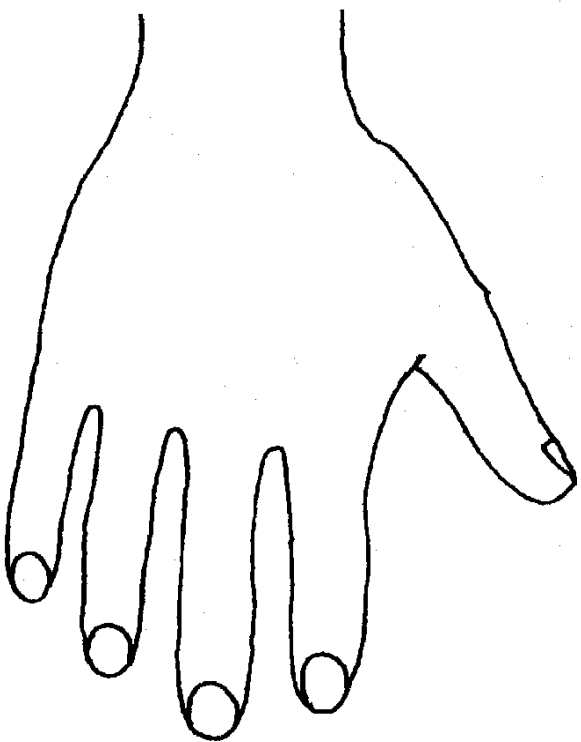
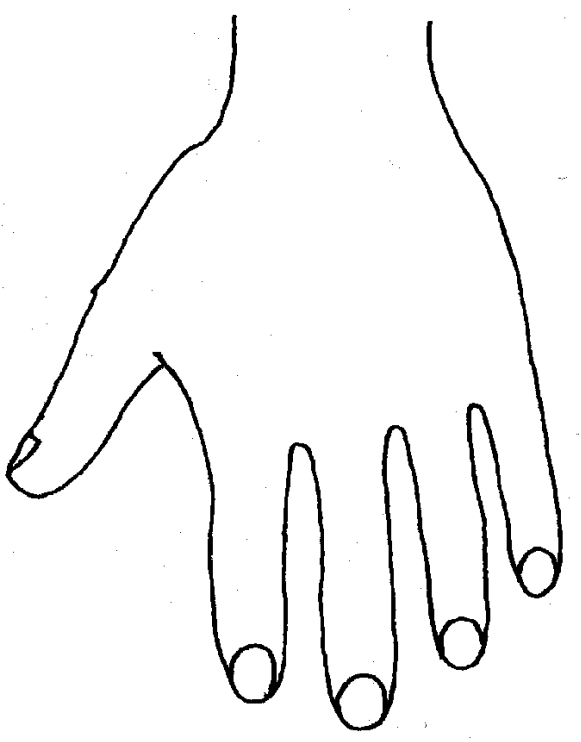
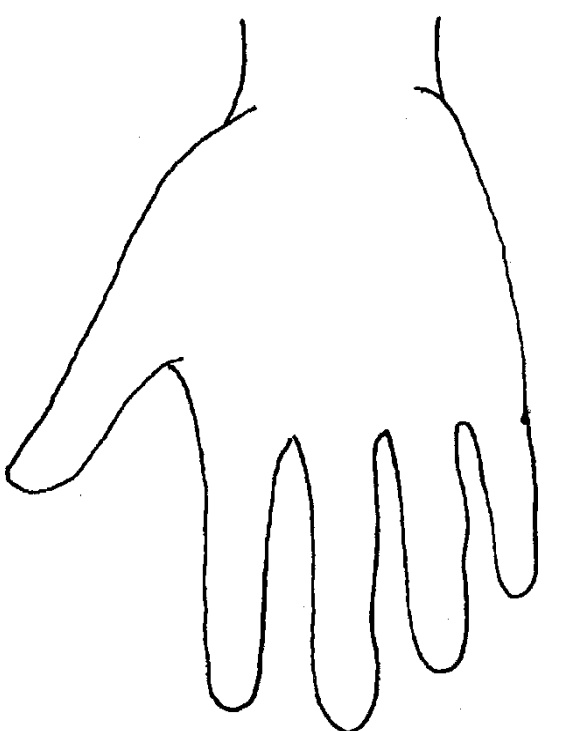

**BACK**



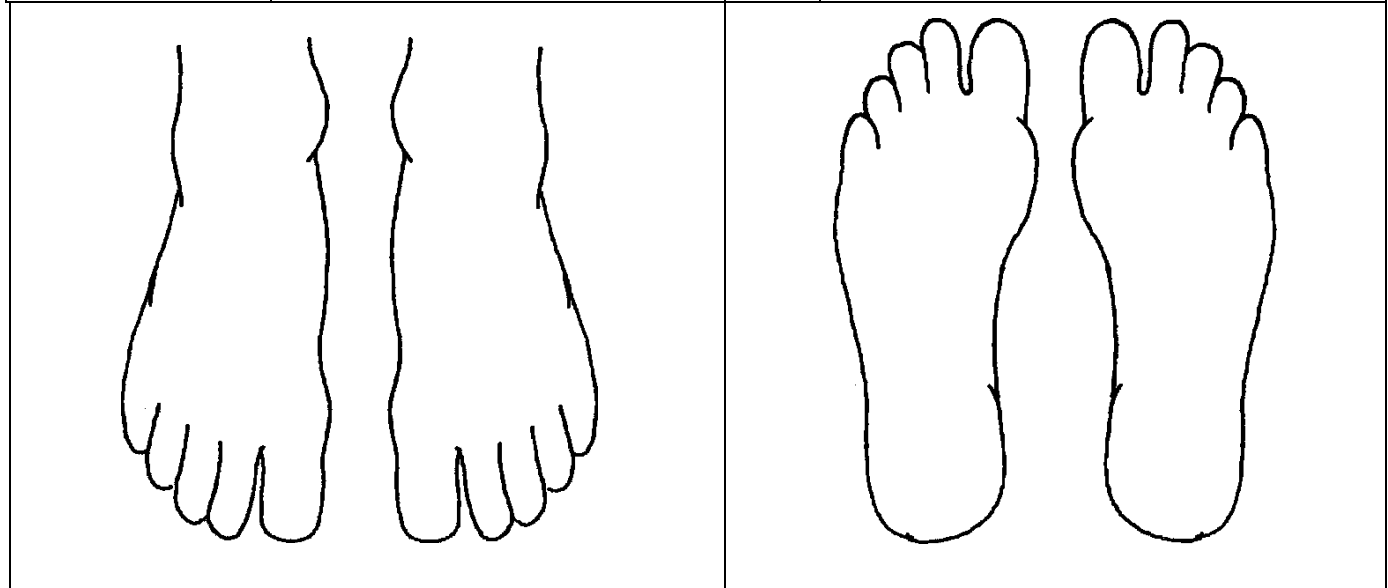
**RIGHT**



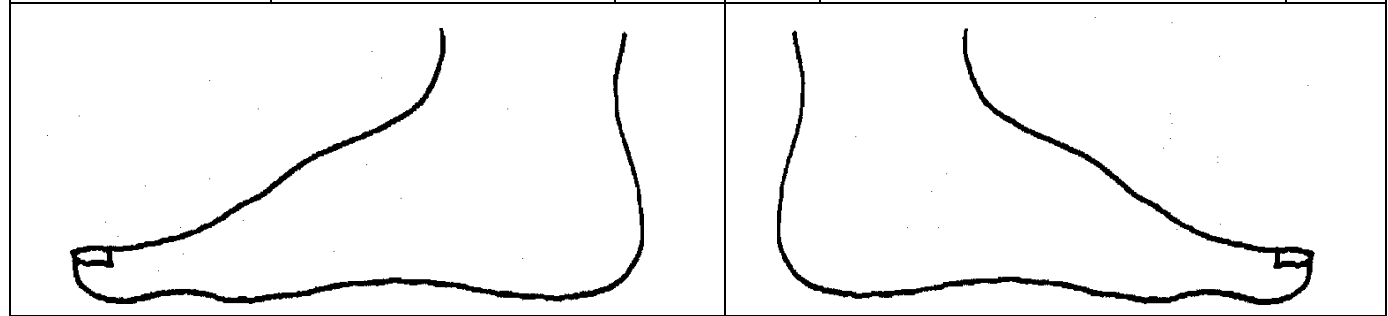
**LEFT**

Name of Child:		Date/time of observation:	
			
RIGHT		LEFT	
BACK			
			
RIGHT		LEFT	
PALM			

Name of Child:		Date/time of observation
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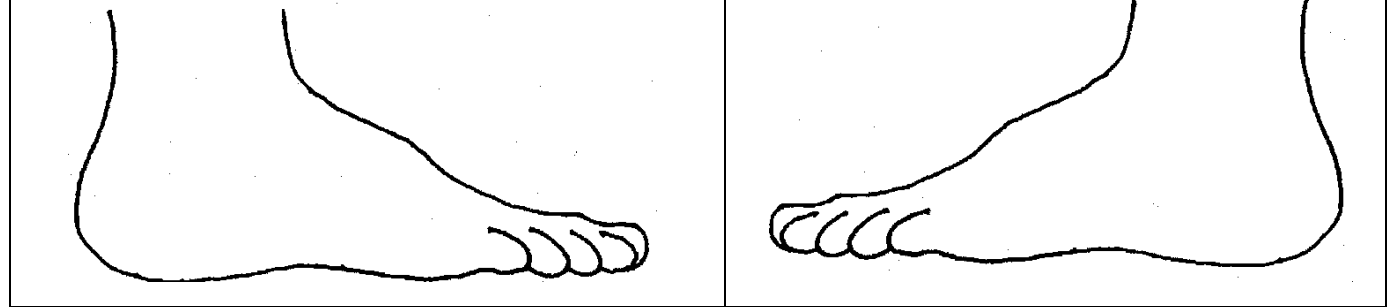


RIGHT	TOP	L E F T	R I G H T	BOTTOM	L E F T
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RIGHT	LEFT
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INNER



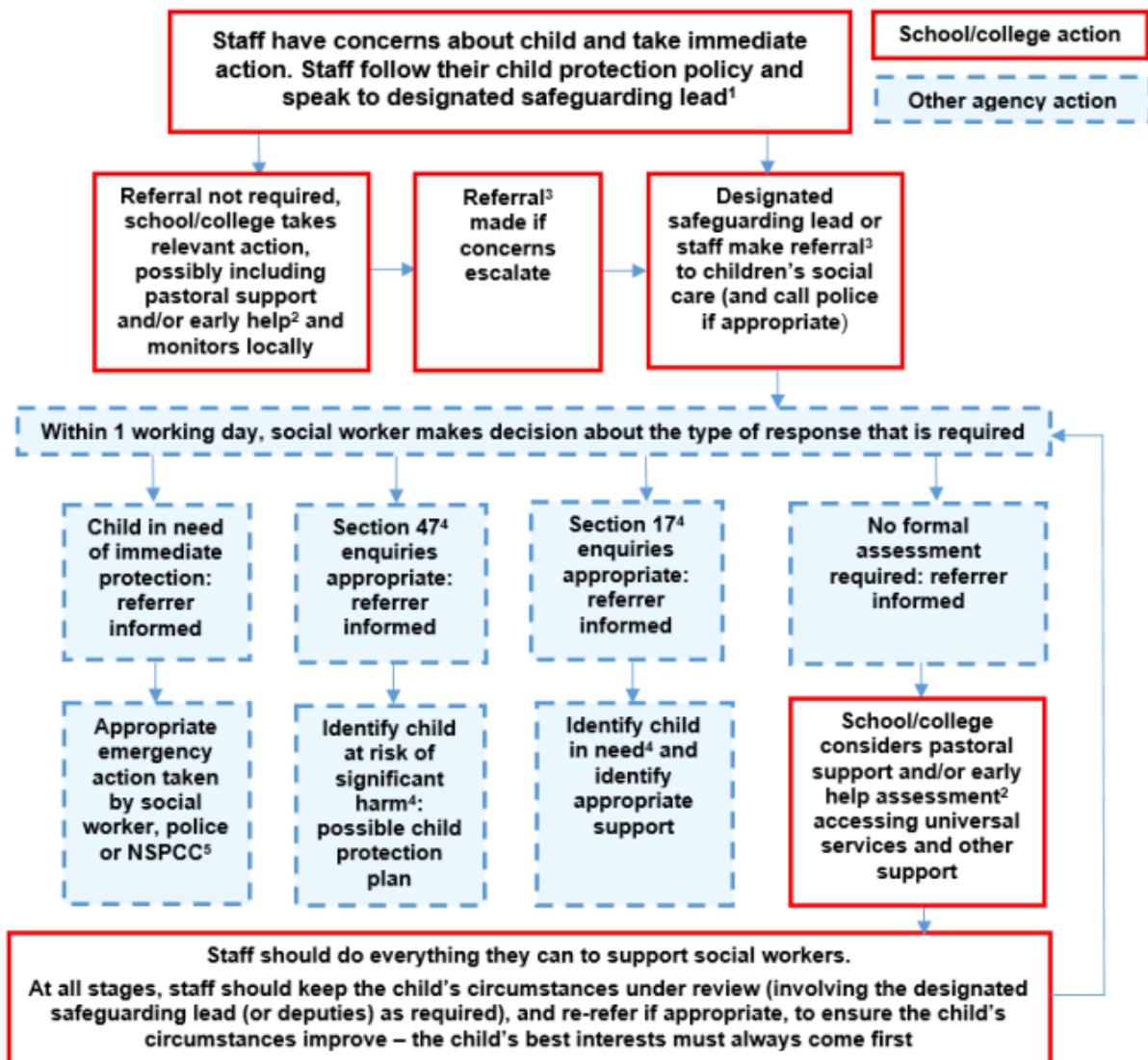
RIGHT	LEFT
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OUTER

Printed name		Date:	
Signature		Time:	

**Appendix 4**

**Actions where there are concerns about a child**



## **Appendix 5          What is Domestic Abuse, and so called ‘Honour Based Abuse/Violence’ including Female Genital Mutilation (FGM) and Forced Marriage?**

### **Domestic Abuse**

The Domestic Abuse Act 2021 has for the first time created a statutory definition of domestic abuse. The behaviour of a person (perpetrator) towards another person (victim) is “domestic abuse” if,

The perpetrator and victim are each aged 16 or over and are personally connected to each other, and the behaviour is abusive. Behaviour is ‘abusive’ if it consists of any of the following:

- a. physical or sexual abuse
- b. violent or threatening behaviour
- c. controlling or coercive behaviour
- d. economic abuse
- e. psychological, emotional or other abuse

and it does not matter whether the behaviour consists of a single incident or a course of conduct.

Young people can also experience domestic abuse within their own intimate relationships. This is a form of peer on peer abuse and is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. See Section 5. Child on child abuse.

The Act also recognises the impact of domestic abuse on children, as victims in their own right, if they see or hear, or experience the effect of, the abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse happens between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional, physical, developmental 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.

Children living in families where they are exposed to abuse have been shown to be at risk of behavioural, emotional, physical, cognitive functioning, attitudes and long term developmental problems. They may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school due to difficulties at home or disruption of moving to and from refuges.

Incidents of domestic abuse towards pregnant women are associated with poor obstetric outcomes in a number of ways, such as increased rates of miscarriage, premature birth, low birth weight, foetal injury and foetal death.

Domestic abuse is a crime and should be reported to the Police.

**All concerns about domestic abuse must be reported to the Designated Safeguarding Lead or their deputy**

Also see DDSCP safeguarding children procedures; [Domestic Abuse](#).

### **Honour Based Abuse/Violence**

Honour based abuse (HBA) or violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

It is a violation of human rights and may be a form of domestic and/or sexual violence. Where it affects children and young people it is child abuse.

It can be distinguished from other forms of abuse and violence, as it is often committed with some degree of approval and/or collusion from family and/or community members. Women, men and younger members of the family can all be involved in the abuse. Victims of honour-based abuse are more likely to be abused multiple times by multiple perpetrators.

Honour based abuse and violence manifests itself in a diverse range of ways with children and young people, it can lead to a deeply embedded form of coercive control, built on expectations about behaviour that are made clear at a young age. Often the control is established without obvious violence for instance through family members threatening to kill themselves because of the victim's behaviour. Honour based abuse can also include forced marriage (approximately 1 in 5 cases), domestic and/or sexual violence, rape, physical assaults, harassment, kidnap, threats of violence (including murder), witnessing violence directed towards a sibling or indeed another family member, and female genital mutilation.

### **Do not underestimate the potential risk of harm**

#### **One Chance Rule**

All staff working with suspected or actual victims of forced marriage and honour-based violence need to be aware of the "one chance" rule. That is, they may only have one opportunity to speak to a victim or potential victim and may possibly only have one chance to save a life.

If the victim is allowed to leave without the appropriate support and advice being offered, that one chance might be wasted.

**All concerns about 'honour based' abuse/violence must immediately be reported to the Designated Safeguarding Lead or their deputy**

Also see DDSCP safeguarding children procedures; [Honour Based Abuse and Violence](#) (HBA/HBV).

### **Female Genital Mutilation**

Female Genital Mutilation (FGM) is a form of child abuse and violence against female children and women, a serious public health concern and a human rights issue.

The World Health Organisation (WHO) defines female genital mutilation as '*all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non-therapeutic reasons.*'

It is illegal in the UK to subject a female child or woman to female genital mutilation (FGM), to take a child abroad to undergo FGM or for any person to advise, help or force a female child to inflict FGM on herself. It is also an offence to fail to protect a female child from the risk of FGM.

FGM can be carried out at any age and is performed for a variety of complex reasons with a range of explanations and motives given by individuals and families who support the practice. It is medically unnecessary, is extremely painful, terrifying and has life threatening physical and serious psychological health consequences both at the time the procedure is carried out and later in life.

FGM may be an isolated incident of abuse within a family however it can be associated with other behaviours that discriminate against, limit or harm female children and women. These may include 'honour' based violence, forced marriage and domestic abuse.

Staff should also be aware that some female children and women at risk may not yet be aware of the practice or that it may have been conducted on them.

### **Identifying risk of FGM**

The most significant factor to consider when deciding whether a female child or woman may be at risk of FGM is whether her family has a history of practising FGM. In addition, it is important to consider whether FGM is known to be practised in her community or country of origin. Women may also marry into practising communities and then have to go through FGM. Alongside a female child or woman's community or country of origin there are a range of other factors that could indicate a risk that she will be subjected to FGM. These include:

- A female child is born to a woman who has undergone FGM
- A female child has an older sibling or cousin who has undergone FGM
- A female child's father comes from a community known to practise FGM
- The family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children
- A woman/family believe FGM is integral to cultural or religious identity
- Female child/family has limited levels of integration within UK community
- Parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law
- A family is not engaging with professionals (health, education or other)
- A family is already known to Social Care in relation to other safeguarding issues
- Any female child from a practising community withdrawn from Sex and Relationships Education or its equivalent as a result of her parents wishing to keep her uninformed about her body and rights
- Parents seeking to withdraw their children from learning about FGM
- Sections are missing from a female child's health red book (parent held record).

### **Indications FGM may be imminent**

Consider factors above and specifically the points below:

- If a family elder is present, particularly if she is visiting from a country of origin, and taking a more active/influential role in the family
- If there are references to FGM in conversation, e.g. a female child may tell other children about it or confide that she is about to have a 'special procedure' or to attend a special occasion to 'become a woman'

- Parents state that they or a relative will take the female child out of the country for a prolonged period. This may be discussed within the school environment or travel clinics when asking for vaccinations in preparation for travel
- A female child may talk about a long holiday to her country of origin or another country where the practice is prevalent. See Appendix 4: International Prevalence of FGM (Documents Library, Other Useful Information) and Legislation Banning FGM
- A female child may request help from a teacher or another adult if she is aware or suspects she is at risk
- A female child is unexpectedly absent from school
- A parent or family member expresses concerns that FGM may be carried out on the female child.

The above is not an exhaustive list of risk factors. There may be additional risk factors to specific communities e.g. in certain communities FGM is closely associated to when a female child reaches a particular age.

### **Indications that FGM has already taken place**

There are a number of indications that a female child or woman has already been subjected to FGM. This includes a female child or woman:

- Asking for help
- Experiencing difficulty walking, sitting or standing and may appear to be uncomfortable
- Finding it hard to sit still for longer periods of time, and this was not a problem previously
- Having frequent urinary, menstrual or stomach problems
- Avoids physical exercise or requires to be excused from physical education (PE) without a GP's letter
- Spending long periods of time away from the classroom during the day with bladder or menstrual problems
- Having prolonged or repeated absences from school or college
- Spending longer than normal in the toilet due to difficulties urinating
- Increased emotional or psychological needs e.g. withdrawal or depression or significant change in behaviour;
- Talks about a pain or discomfort between her legs
- Asking for help, but may not be explicit about the problem; and/or
- Being reluctant to undergo any medical examinations.
- A parent / other adult, a child or other children may also disclose that the child has been subjected to FGM.

'Known' case of female genital mutilation (FGM), in addition to a referral to Social Care, the individual teacher also has a mandatory reporting duty; see Section 4 Taking Action on Concerns, Referral to Children's Social Care and [Mandatory Reporting of Female Genital Mutilation: procedural information](#) (2015).

For further information about FGM see DDSCP safeguarding children procedures; [Safeguarding Children at Risk of Abuse through Female Genital Mutilation \(FGM\)](#).

Teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence of FGM on a pupil under the age of 18

- School must contribute to any strategy discussions or meeting

- Provide a report for, attend and contribute to any initial and review child protection conferences. This includes sharing any reports with parents/carers and where appropriate the child
- Attend core group meetings for any child subject to a child protection or child in Need meeting.

**All concerns about female genital mutilation (FGM) must be reported to the Designated Safeguarding Lead or their deputy**

### **Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of domestic and/or sexual violence against women and men, and a serious abuse of human rights. Where it affects children and young people it is child abuse. Disabled children and young people are vulnerable to forced marriage. Circumstances may also be more complex if the child is lesbian, gay, bisexual or transgender.

It is a criminal offence to force someone to marry.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse can also be a factor.

A clear distinction must be made between forced marriage and arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner, but the choice whether or not to accept the arrangements remains with the individual. Consent must be from both parties.

Children forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, or have numerous absences, go missing, are not allowed to attend extra-curricular activities or subjected other unreasonable restrictions, appear to have low motivation at school, restricting their educational attainment and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally, with feelings of betrayal and shame that can lead to depression and self-harm.

A child may also approach a member of staff because they are concerned about forced marriage. It may involve going on a family holiday overseas or in the UK and the child may suspect that this is a ploy and that there is an ulterior motive, which is to force them to marry.

### **Do not underestimate the potential risk of harm**

#### **One Chance Rule**

All staff working with suspected or actual victims of forced marriage and honour-based violence need to be aware of the "one chance" rule. That is, they may only have one opportunity to speak to a victim or potential victim and may possibly only have one chance to save a life.

If the victim is allowed to leave without the appropriate support and advice being offered, that one chance might be wasted.

**All concerns about forced marriage must immediately be reported to the Designated Safeguarding Lead or their deputy**

Also see DDSCP safeguarding children procedures; [Forced Marriage](#).

## **Appendix 6**

## **Privately Fostered Children or Young People**

### **Definition of private fostering**

A private fostering arrangement is a private arrangement for a child under the age of 16 (or 18 if they are disabled) to be cared for by someone who is not a parent or close relative for more than 28 days. The Local Authority is not involved in placing the child or young person in this private arrangement.

A child or young person is privately fostered if they are living with extended family members such as cousins, great aunts, great uncles or a family friend. They may be living outside of their parents care due to;

- Child or young person is asked to leave the family home
- Parent is in prison / hospital / homeless  
Being an asylum seeker/refugee
- To avoid becoming a looked after child
- Parent has left the local area and child has remained to complete academic studies
- Child leaves due to family dysfunction or because they have been living with parents who have substance misuse problems or other difficulties
- Parent decides to place child with extended family member
- Child is placed with extended family for religious or economic reasons

### **Responsibilities**

Private foster carers are responsible for providing the day-to-day care of the child in a way which will promote and safeguard his welfare. However the overarching responsibility remains with the person who has parental responsibility for the child.

The Local Authority has legal duties towards private fostered children / young people and must satisfy itself that welfare of children who are, or will be, privately fostered within their area are satisfactorily safeguarded.

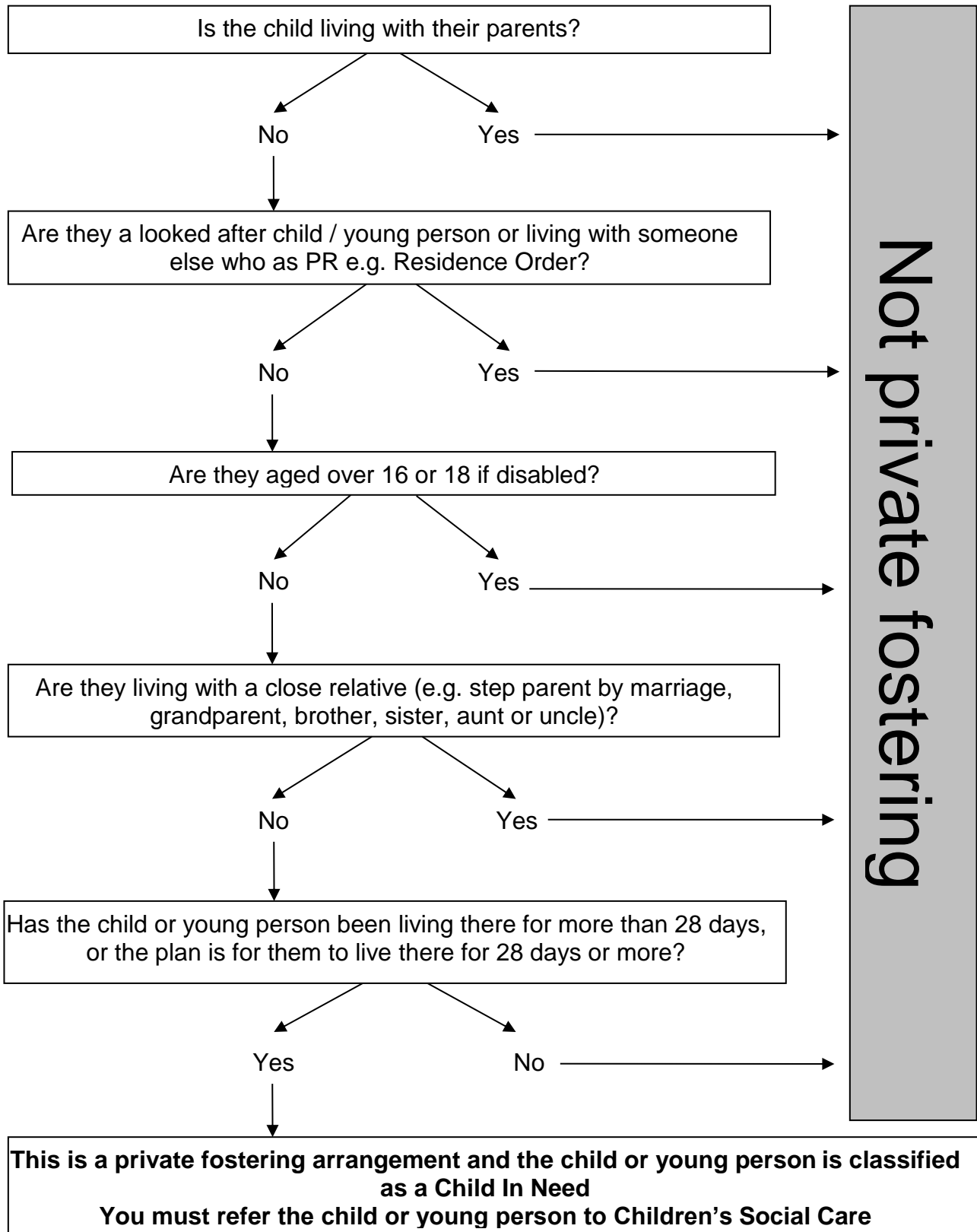
If you or your agency become aware of a child or young person living in a private fostering arrangement you must notify the Local Authority Children's Social Care by telephone in one working day and you will be asked to follow this up in writing. Children's Social Care can be contacted via the Initial Response Team, 01332 641172.

For further information about how to make a referral to Children's Social Care, please see the [DDSCP Safeguarding Children procedures](#). These can also be found on the local safeguarding children procedures and guidance page of [www.ddscp.org.uk](http://www.ddscp.org.uk).

See Private Fostering flowchart on the following page and DDSCP [Private Fostering](#) webpage.

**All concerns about private fostering arrangements must be reported to the Designated Safeguarding Lead or their deputy**

## Is this a Privately Fostered Child or Young Person?



In order for the school to fulfil the Prevent Duty, it is essential that staff are able to identify children who are vulnerable to radicalisation and know what to do when they are identified. Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks. The Designated Safeguarding Lead and other senior leads in school will be familiar with the [Prevent duty guidance: for England and Wales](#).

### **Prevent's objectives**

#### **The objectives of Prevent are to:**

- tackle the ideological causes of terrorism
- intervene early to support people susceptible to radicalisation
- enable people who have already engaged in terrorism to disengage and rehabilitate

### **What is Radicalisation and Extremism?**

Radicalisation is defined as the process by which a person comes to support terrorism and forms of extremism leading to terrorism. During this process it is possible to intervene to prevent vulnerable people being drawn into terrorist related activity.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

Terrorism is an action that endangers or causes serious violence to a person/people; causes damage to property; 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 purposes of advancing a political, religious or ideological cause.

*Taken from:*

[The Prevent Duty – departmental advice for schools and childcare providers](#)

### **Identification**

There is no single way of identifying a child or young person who 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. Radicalisation can occur through many different methods, such as social media or the internet and settings such as within the home.

Issues that may make an individual vulnerable to radicalisation, can include:

- Identity Crisis - feeling like an outsider, excluded from society, distance from cultural / religious heritage and issues of identity and belonging'
- Personal Crisis - family tensions; domestic abuse; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends on or offline; searching for answers to questions about identity, faith and belonging
- Personal Circumstances - migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is

triggered by personal experience of racism or discrimination or aspects of Government policy

- Unmet aspirations/lack of opportunities - perceptions of injustice; feeling of failure; rejection of community values
- Compounding factors - such as mental health problems or neurodiversity issues
- Criminality - experiences of imprisonment; previous involvement with criminal groups.

As with managing other safeguarding risks, all staff should be alert to changes in children's behaviour which could indicate they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Changes may include:

- General changes in patterns of behaviours and of mood, depression, suicidal thoughts, feelings of worthlessness, secrecy
- Searching for and/or accessing extremist websites or sharing inappropriate social media content, such as racist/misogynistic posts
- Changes of friends on or offline and mode of dress
- Use of inappropriate language
- Narrow/limited religious or political view
- Making remarks or comments about being at extremist events or rallies outside school
- "Them" and "us" language/rhetoric, intolerance of difference, including faith, culture, gender, race or sexuality
- Sudden unexplained foreign travel
- Possession of illegal or extremist literature
- The expression of extremist views showing sympathy for extremist causes or graffiti, artwork, writing or drawing extremist message, symbols or violent imagery
- Advocating violent actions and means, glorifying violence and publicly stating them, whether in person or on social media
- Association with known extremists
- Seeking to recruit others to an extremist ideology, attempts to impose extremist views or practices on others.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate they may be in need of help or protection.

### **What is a Prevent referral?**

A Prevent referral can be made by anyone who is concerned that they, or someone they know, is susceptible to radicalisation or might be at risk of becoming involved in terrorism or supporting terrorism. This could be a family member, friend, colleague, or a professional.

If an individual is found to represent a security threat, they will always be referred to the police for further investigation.

Prevent referrals are not made to the Home Office; they are handled by expert officers in the local police force.

When a referral is made, initial checks will be conducted and if the individual is found to not be at risk of radicalisation, the case is immediately closed to Prevent.

## **Making a referral**

If someone is worried about another individual becoming radicalised and would like to seek advice before making a referral, they can contact their local authority safeguarding team, or speak to a teacher, healthcare provider or another trusted authority.

Contacting the authorities will not get the person into trouble if a criminal act has not been committed. The local authority or police can discuss concerns, suggest how they can best help and provide access to relevant support and advice.

Alternatively, people can visit Counter Terrorism Policing's website, [ACT Early](#) or call the national police Prevent advice line on 0800 011 3764 to discuss their concerns.

Teachers and parents can also learn more on the [Educate Against Hate](#) website.

## **What is Channel?**

If the referral progresses and it is assessed that there is a genuine risk of radicalisation, the case is considered by a multi-agency 'Channel panel' of professionals who collectively assess the case and decide on a tailored package of support that can be offered to the person.

The Channel panel is chaired by the local authority and can include a variety of partners such as the police, children's services, social services, education professionals and mental health care professionals.

**All concerns should be reported to the Designated Safeguarding Lead or their deputy**

See DDSCP safeguarding children procedures; [Safeguarding Children and Young People against Radicalisation and Violent Extremism](#).

## **Appendix 8 Child Sexual Exploitation (CSE) and Criminal Child Exploitation (CCE), including county lines Modern slavery**

Both CSE and CCE (known locally as child at risk of exploitation 'CRE') are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse, also see appendix 1. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE 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. CSE may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. CSE can affect any child, including 16 and 17 year olds who can legally consent to have sex.

### **Child Criminal Exploitation (CCE)**

CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still

have been criminally exploited even if the activity appears to be something they have agreed or consented to.

Both girls and boys can be criminally exploited however the experience of girls who are criminally exploited can be very different to that of boys and the indicators may not be the same. Children who are criminally exploited may be at higher risk of sexual exploitation.

Children rarely self-report exploitation so it is important that practitioners are aware of potential indicators of risk. Some of the following can be indicators of both child criminal and sexual exploitation:

- Appear with unexplained gift, money, clothes, mobile phones, new possessions etc
- Associate with other children involved in exploitation, gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late
- Regularly miss school or education or do not take part in education
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Evidence of/suspicious of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Staff should also remain open to the fact that child sexual and /or criminal exploitation can occur without any of these risk indicators being obviously present.

### **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. It can happen locally as well as across the UK. Children and vulnerable adults are exploited to move, store and sell 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 (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. They can also be targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines.

Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs,
- handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Children who have been exploited and/or involved in county lines will need additional support to help maintain them in education.

### **Modern Slavery**

Encompasses human trafficking and slavery, servitude and forced or compulsory labour. This can include CCE, CSE, CRE and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil or their parent may be the victim of modern Slavery.

Staff will be aware of the support available to victims of modern slavery and how to refer them to the National referral Mechanism

**All concerns about children at risk of exploitation should be reported to the Designated Safeguarding Lead or their deputy**

### **Also see:**

DDSCP safeguarding children procedures; [Children at Risk of Exploitation \(CRE\)](#) and [CRE Risk Assessment Toolkit](#)

National guidance

- [Criminal Exploitation of children and vulnerable adults: County Lines guidance \(2023\)](#) Home Office
- [Child Sexual Exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation \(2017\)](#), DfE
- [Modern slavery: how to identify and support victims](#)

## **Appendix 9**

### **Homelessness**

Being Homeless or at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of any contact details and referral routes to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

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

- Household debt,
- Rent arrears,
- Domestic Abuse,
- Anti-social behaviour,
- Any mention of a family moving home because 'they have to'

Whilst referrals and/or discussions with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace the referral into Children's Social Care where a child has been harmed or is at risk of harm.

The Homelessness Reduction act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help, including an assessment of their needs and circumstances, the development of a personalised housing plan, and help to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, therefore before they are facing a homelessness crisis.

## **Appendix 10**

## **Up-skirting**

Up-skirting 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 distress or alarm. It is now a criminal offence.

Up skirting will not be tolerated by the school

Any incidents of up-skirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement

## **Appendix 11**

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed. There are two age appropriate guides to support children 5-11year olds and 12-17year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following family separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice have launched a child arrangement information toolbox with clear and concise information. This may be useful for some parents/carers

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

## **Appendix 12**

### **MENTAL HEALTH**

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

- Staff will not attempt to make a diagnosis of mental health problems- the school will ensure this is done by a trained mental health professional
- Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.
- Staff who have a mental health concern about a pupil that is also a Safeguarding concern will act in line with this policy and speak to DSL or a deputy.
- The school will access a range of advice to help them identify pupils in need of additional Mental health support, including working with outside agencies.
- In all cases of mental health difficulties, the school's Social Emotional and Mental Health (SEMH) policy will be consulted and adhered to at all times.

**Appendix 13**

**Children with family members in prison  
Or affected by parental offending**

**Pupils with a family member in prison will be offered pastoral support as necessary.**

**Families where appropriate and allowed the opportunity to discuss questions and concerns.**

## **Appendix 14**

### **Serious Violence**

Through training, staff are made aware of the indicators which may signal a pupil is involved with or at risk of involvement of serious violent crime.

These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions (could also indicate that children have been approached by individuals associated with criminal networks or gangs)

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

## **Appendix 15**

### **Placed based risk-previously known as Contextual safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside of school. All staff, especially The Designated Safeguarding Lead and their deputy(deputies) will always consider the context of incident/behaviours - this is known as contextual safeguarding.

Assessments of the child/children behaviour will consider whether wider environmental factors that are a threat to their safety and/ or welfare.

A decision will then be made whether to start the referral .

The school will provide as much contextual information as possible when making a referral to CSCS

## APPENDIX 16

### KINSHIP CARE

A family and friends care arrangement, also known as kinship care, is one in which a child who cannot be cared for by their parent(s) or another person with parental responsibility (PR) goes to live with a relative, friend, or other connected person.

The arrangement can be private between the parent(s) and the relative, friend, or connected person, or it can arise as a result of local authority involvement.

No further action is required if a private arrangement exists between the parent/person with PR and a close relative for the child to live with the close relative (a close relative is a grandparent, brother, sister, uncle or aunt (whether full blood or half blood or by marriage or civil partnership) or step-parent).

If the person with whom the child is living is not a close relative, the local authority must be notified that the child will be living under a private fostering arrangement. Please see our page on [Private Fostering](#) for further information on this.

The local authority may have determined that the child was at risk of harm while living with the parent(s), and as a result, the child was placed in the care of a relative, friend, or connected person. If the child is under a care order or is being accommodated under [Section 20 of the Children Act 1989](#), the person with whom the child will live as a family and friends foster carer must be assessed. This is true whether the person is the child's close relative or not.

## **Appendix 17**

### **The Seven Golden Rules to Sharing Information**

1. Remember that the UK General Data Protection Regulation (UK GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the UK GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

*Taken from [Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2024) HM Government*

## **Appendix 17**

### **Guidance/Further Information**

#### **Local safeguarding information**

Key local information about safeguarding children is located on [Derby and Derbyshire Safeguarding Children Partnership website](http://www.ddscpsc.org.uk) ([www.ddscpsc.org.uk](http://www.ddscpsc.org.uk)). This includes [Derby and Derbyshire Safeguarding Children Partnership safeguarding children procedures](#). Key chapters' include:

- Providing early help
- Making a referral to children's social care
- Child protection section 47 enquiries
- Child protection conferences
- Children who present a risk of harm to others
- Children abused through sexual exploitation
- Safeguarding children at risk of abuse through female genital mutilation (FGM)
- Safeguarding children and young people against radicalisation and violent extremism
- Allegations against staff carers and volunteers
- Runaway or Missing from Home or Care Protocol

The procedures also have key guidance document and information, including:

- Derby and Derbyshire Thresholds document
- Derby and Derbyshire Dispute Resolution and Escalation policy
- DDSCP Information Sharing Guidance for Practitioners
- Derby Assessment Protocol
- Derby Child Protection Conference Professional Dissent Process
- Local contacts

The DDSCP website has a specific page for [education providers](#), including a safeguarding children audit tool for schools and colleges to support schools their annual review of safeguarding practice and in their development of a safeguarding action plan. There is also a training pathway for education providers, template policies and information about the DDSCP Derby Education Hub and safeguarding update service.

There is a range of useful [information and resources](#) on the website, including:

- [Private Fostering](#)
- [Domestic Abuse](#), including the domestic violence risk identification matrix (DVRIM)
- [Early Help](#), including how to use the Early Help Assessment, forms and support
- [Neglect](#), including graded care profile guidance and assessment tool template
- [Child at Risk of Exploitation](#), including the Child at Risk of Exploitation (CRE) risk assessment toolkit
- [Missing Children](#)
- [Online Abuse](#)
- [Safeguarding Training Courses and Events](#)
- [Safeguarding Forms and Assessments](#)

Other sources of safeguarding information and guidance can be obtained via:

- [www.gov.uk/schools-colleges-childrens-services/safeguarding-children](http://www.gov.uk/schools-colleges-childrens-services/safeguarding-children)
- [www.nspcc.org.uk](http://www.nspcc.org.uk)
- [www.tes.com](http://www.tes.com)

- [www.minded.org.uk](http://www.minded.org.uk)
- [www.uea.ac.uk/ican/](http://www.uea.ac.uk/ican/)