

School Safeguarding/Child Protection Policy and Procedures

Name of school: The Kingsmead School / Newton's Walk

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Agreed by Governors:

Signature:



Please Note:

This template policy has been developed and signed off by the DSCB Education Hub. It has been developed to support schools and education providers in their safeguarding practice and can be amended to suit the education setting. For more details of Education Hub and its role and functions please see the information for schools and education providers' page of www.derbyscb.org.uk.

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1. Introduction

This document outlines The Kingsmead School/Newton's Walk child protection / safeguarding policy. It applies to all adults, including volunteers working in or on behalf of the school.

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

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care: and
- Taking action to enable all children to have the best outcomes.

Everyone working in, or for our school, shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings;
- Identifying children who may be 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.

We will ensure that parents and our partner agencies are aware of our child protection policy by ensuring that it is displayed in school reception area/s, by raising awareness at initial meetings with parents of new pupils and at parent teacher meetings and ensuring that it is on the school website.

Policy Aims

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

- Promote a positive school ethos where children can learn, feel secure and be safe.
- Prevent unsuitable people working with children and young people.
- 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, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

Context

This policy enables The Kingsmead School/Newton's Walk 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 policy is in line with the following legislation and guidance:

- [Working Together to Safeguard Children \(2015\)](#)
- [The Children Act \(1989\)](#) and [Children Act \(2004\)](#)
- [Keeping Children Safe in Education \(2016\)](#)
- [Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(2015\)](#)
- [Protection of Freedoms Act \(2012\)](#) [The Prevent Duty Guidance for England and Wales \(2015\)](#)
- [The Prevent Duty: departmental advice for schools and childcare providers \(2015\)](#)
- [Mandatory reporting of Female Genital Mutilation – procedural information \(2015\)](#)

The policy is consistent with Derby and Derbyshire Safeguarding Children web-based procedures which can be located on www.derbyscb.org.uk. The school will adhere to the Derby and Derbyshire Safeguarding Children procedures.

Safeguarding is not just about protecting children from deliberate harm, neglect or failure to act, it relates to aspects of 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
- Behaviour Policy , including bullying/ online bullying and prejudice-based bullying
- The use of reasonable force/physical intervention
- Supporting pupils with medical conditions
- Providing first aid (see Health and Safety policy.)

- Educational visits
- Intimate care
- Online safety and other associated issues, including sexting
- Safer recruitment and selection, including single central record
- School security (see Health and Safety Policy)
- Managing allegations against Staff
- Children who runaway or go missing from education, home or care procedures
- Staff behaviour (code of conduct)
- SEN
- Sex, Health and Relationship Education
- Complaints procedure
- Information sharing
- Whistle blowing.

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, staff, trainees and volunteers have a responsibility and role to play 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 taken into account when determining what action to take and services to provide to protect individuals children through ensuring there are systems in place for children to express their views and give feedback.

2. Safeguarding Roles and Responsibilities of School Staff

All adults working in, or on behalf of the school have a responsibility to safeguard and promote the welfare of children. This includes:

- Responsibility to provide a safe environment in which children can learn.
- To identify children who may be in need of extra 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.

Staff induction will include organisation vision, aspirations and expectation of all staff as well as what is considered acceptable and what is not. They will also receive information about systems within the school which support safeguarding and copies of policies. This includes the child protection/safeguarding policy, staff behaviour policy (code of conduct), the role of the designated safeguarding lead (DSL) and the name of the designated governor.

All staff will:

- Receive a copy of, read and sign to say that they have read and understood [Keeping Children Safe in Education part one: safeguarding information for all staff \(2016\)](#).
- Receive safeguarding training which is regularly updated¹ as well as online safety training so they are equipped with the knowledge and skills to keep children safe.
- Receive regular safeguarding and child protection updates at least annually via email, e-bulletins and staff meetings to help provide them with an awareness of safeguarding issues (including FGM, 'honour based' violence, forced marriage and radicalisation/extremism), relevant skills and knowledge to safeguard children effectively.
- Be aware of:
 - the early help process 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.
- Know what to do if a child tells them he/she is being abused or neglected and how to share information appropriately.
- Be aware that safeguarding issues can manifest themselves via peer on peer abuse and be clear about the school policy on peer on peer abuse.

We will engender 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 by the senior leadership team. See the school whistleblowing procedures for how such concerns can be raised with the school senior leadership team and the other whistleblowing channels open to staff.

Roles and Responsibilities of Governors

The Governing Body has the responsibility to ensure that the school complies with safeguarding duties under legislation and will identify a senior board level lead to take leadership responsibility for the establishments safeguarding arrangements. Safeguarding is a standing item at all governing body meetings

The Governing Body will ensure that:

- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2015) by:
 - Providing a co-ordinated offer of early help when low level or emerging needs of children are identified;
 - Contributing to inter-agency support to children subject to child in need or child protection plans; and
 - Allowing access for Children's Social Care to conduct or consider conducting an assessment.
- The importance of information sharing between professionals and local agencies is recognised as a key in promoting the welfare and protecting the safety of children.
- The school's safeguarding arrangements take into account procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by Derby and Derbyshire

¹ See DSCB Education providers training pathway on the [training page](#) of www.derbyscb.org.uk

Safeguarding Children Boards' (DSCBs'). This includes co-operation between partner agencies and providing information to the Derby SCB to allow it to perform its functions.

- The Chair of the Governing body will liaise with the Local Authority Designated Officer (LADO) (also known as Designated Officer) and partner agencies in event of any allegations of abuse made against the head teacher.
- There is an effective child protection policy which is consistent with DSCB procedures, along with a staff behaviour policy (code of conduct). This will be provided to all staff on induction, will be updated annually and available on the school website.
- All policies and procedure adopted by governing bodies, particularly concerning referrals of suspected abuse and neglect, are followed by staff.
- A member of the Senior Leadership Team is appointed to the role of Designated Safeguarding Lead (DSL); this will be explicit in the role holder's job description, have the appropriate authority and given time, funding, training, resources and support to fulfil their role effectively. A designated Deputy Safeguarding Lead will also be appointed in the same way and can be delegated the activities of the Designated Safeguarding Lead; however the lead responsibility for safeguarding remains with the DSL.
- All staff members undergo safeguarding and child protection training at induction
- The Designated Safeguarding Lead (DSL) and their deputy undergo training at a minimum every two years and their knowledge and skills updated at least annually to keep up to date with developments relevant to their role.
- The Headteacher and other staff will undergo child protection training regularly and will receive safeguarding and child protection updates at least annually to provide them with relevant skills and knowledge to safeguard children effectively.
- Staff training will be consistent with the Derby Safeguarding Children Board guidance Training Pathways for Education Provider's.
- There is a whole school approach to online safety. This includes a policy on the use of mobile technology in the school, appropriate filters and monitoring systems to ensure children are safeguarded from potentially harmful and inappropriate material online as well as online safety training for staff.
- Ensure that children are taught about safeguarding, including on-line, through teaching, learning opportunities and tutorials.
- People who pose a risk of harm are prevented from working with children by:
 - Adhering to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers are appropriately supervised.
 - Having a written recruitment and selection policies and procedures in place.
 - The presence of at least one person on any appointment panel who has undertaken safer recruitment training.
- There are procedures in place to handle allegations of abuse against staff and volunteers and that such allegations are referred to the LADO/Designed Officer at the local authority and that procedures are in place to make a referral to the Disclosure and Barring Service when the criteria has been met. There are also procedures in place to handle allegations of abuse against other children.
- There are systems in place for children to express their views and feedback. Staff will not agree confidentiality and will always act in the best interests of the child.
- A Designated Teacher will be appointed to promote the education achievement of children who are looked after who has appropriate training. Staff will have the skills, knowledge and understanding to keep looked after children safe.
- There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions.
- Any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to their attention are addressed without delay.

Roles and Responsibilities of the Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- Sufficient time and resources are allocated to enable the Designated Safeguarding Lead (DSL) and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other inter-agency meetings and contributing to the assessment of children.

- All staff and volunteers feel able 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.
- Education Welfare Staff and Social Workers are informed immediately when a child who is looked after or subject to a child in need plan or a protection plan goes missing (DSCB Safeguarding Children procedures, [Derby and Derbyshire Runaway or Missing from Home or Care Protocol](#)).
- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date.

The Roles and Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL is a senior member of staff who co-ordinates the schools safeguarding and child protection arrangements by providing advice and support to other staff on child welfare and child protection matters, to take part in strategy meetings and inter-agency meetings – and /or to support other staff to do so - and to contribute to the assessment of children.

The DSL liaises with the local authority and works with other agencies in line with Working Together to Safeguard Children (2015). Where there are serious/complex needs or child protection concerns, this includes referrals to Children's Social Care. In exceptional circumstances, i.e. in an emergency or concern that appropriate action hasn't been taken, staff members can speak directly to Children's Social Care.

The DSL will undertake a yearly audit of the schools safeguarding procedures using the 'safeguarding children audit tool for schools and college's' (see <http://www.derbyscb.org.uk/scb9.asp>). An action plan will be developed to support the implementation of any necessary changes.

The school 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.

During term time the Designated Safeguarding Lead (DSL) and / or a deputy will be available during school hours for staff in the school to discuss safeguarding concerns. Adequate and appropriate cover arrangements will be made for any out of hours/out of terms activities.

See appendix 3 for further information about the Role of the Designated Safeguarding Lead (DSL).

Roles and Responsibilities of other School Staff

Any concerns must be discussed with the Designated Safeguarding Lead (DSL).

If staff members are unsure they should always speak to the DSL to clarify the situation and agree if any action is needed. Staff have a responsibility to record all concerns (using the school concerns form) and forward this to the DSL or their deputy. All staff will work with the DSL and where appropriate support Social Workers to take decisions about individual children.

All staff, including volunteers and temporary staff must have an understanding of how the school safeguards and promotes the welfare of children, including the school child protection policy, their role and responsibilities in this and how to report any concerns.

The Kingsmead School staff with specific safeguarding responsibilities

- Name of Designated Safeguarding Lead: *Franky Boyland, Assistant Head.*
- Name/s of deputy Designated Safeguarding Lead : *Ros Baker, LPSA*
- Other staff with safeguarding responsibilities: *Sue Bradley - Head Teacher, Alan Brown - Deputy Head, Brenda Flint – Assistant Head, Sue Blood – Assistant Head, Huw Lloyd – Assistant Head.*
- Name of Designated Governor:
- Name of Designated Teacher for looked after children: *Saroj Joshi, Teacher*

The Newton's Walk staff with specific safeguarding responsibilities

- Name of Designated Safeguarding Lead: *James Stanley, Complex Case Manager.*
- Name/s of deputy Designated Safeguarding Lead : *Jemma Tague, Complex Case Worker*
- Other staff with safeguarding responsibilities: *Sue Bradley – Executive Head Teacher, Lia Copestake, Acting Head Teacher.*
- Name of Designated Governor: Jade Murden
- Name of Designated Teacher for looked after children: *Amanda Fower, Deputy Head*

Other Key Safeguarding Contacts

- Children's Social Care
 - First Contact Team 01332 641172
 - Careline (out of hours service) 01332 786968
- Local Authority Designated Officer (LADO) 01332 642376
- Kingsmead /Newton's Walk School Police link officer
PC 3161 Davey
Darley Safer Neighbourhood Team
Derbyshire Constabulary
St Mary's Wharf
Derby
DE1 3AB
Tel: 101 (Internal 750 3161)
E-mail: Russell.Davey.3161@Derbyshire.pnn.police.uk
- Locality Multi-agency Team (MAT), Early Help Advisor, and Education Welfare Officer (See DSP for contact numbers)
- Channel/Prevent (radicalisation/extremism) for advice and information contact Prevent Team based at The Council House tel 01332 293111 or contact the Police Prevent Team on 101
- Female Genital Mutilation (FGM) mandatory reporting via Police on 101

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
 - Text: 88858
 - 0808 800 5000
- 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

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
- 0844 381 4772

Police Anti-Terrorist Hot Line number: 0800 789 321

3. Safe Environment – children are safe and feel safe

The Kingsmead School/Newton's Walk adopt 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 school 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.

The Kingsmead School/Newton's will therefore ensure that:

- There is an ethos where children are listened to, taken seriously and responded to appropriately, to help them feel safe, secure and free to talk about their concerns.
- 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 school has well developed listening systems.
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines i.e. DSCB and Childline.
- Curriculum activities and opportunities to equip children with the skills they need to stay safe from abuse.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils (see behaviour policy/code of conduct) that is understood and endorsed by all.
- Positive and safe behaviour is encouraged among children. Staff are alert to changes in child's a behaviour and recognise that challenging behaviour may be an indicator of abuse.
- Effective working relationships are established with parents and colleagues from partner agencies.
- There is an awareness that personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse. In particular staff are knowledgeable about domestic violence, honour based violence, female genital mutilation (FGM), forced marriage, online safety, hate crime, radicalisation and child sexual exploitation (CSE).
- 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.
- Safer recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with children.
- Volunteers are appropriately supervised.
- Any groups using school premises for the provision of services to children have their own safeguarding policies, or adopt the school policy, and have satisfactorily completed all appropriate checks.
- All visiting speakers present materials appropriate to the age and maturity level of pupils, that do not insult or promote intolerance of other faiths or groups, adhere to the school's equalities policies and are not permitted to incite hatred, violence, call for the breaking of the law or promote any acts or terrorism or extremism.

Safeguarding as part of the Curriculum

Through PSHE and other curriculum opportunities, pupils 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 and how to make a complaint.

The following areas are addressed within PHSE, where appropriate, and in the wider curriculum;

- Bullying, including cyber-bullying
- Drug and alcohol use/abuse, including 'new psychoactive substances/NPS'
- E safety
- Inter-personal relationships and domestic violence
- Child sexual exploitation (CSE), online and offline
- Honour based violence and forced marriage
- Female genital mutilation (FGM)
- Radicalisation, hate crime and extremism
- Risk – Keeping safe

Vulnerable Children

We recognise that some children will be at increased risk of neglect and or abuse. 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.

To ensure that all of our children receive equal protection, we will give special consideration and attention to children who are:

- Disabled or have special educational needs
- Living in a known domestic abuse situation
- Affected by known parental substance (drugs and/or alcohol) misuse
- Asylum seekers/refugees
- From new communities
- Living away from home, including private fostering arrangements
- Vulnerable to being bullied, or engaging in bullying
- Missing from school, particularly on repeat occasions
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Are at risk of sexual exploitation (See below for further information)
- Young carers
- Looked after children
- EAL and do not have English as a first language.

Special consideration, where possible, includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

Children Missing Education (CME):

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage (See CME Protocols in the CP Folder in each base and LSCB procedures for further information and guidance).

Female Genital Mutilation (FGM):

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate (See FGM Procedure in your CP Folder within each base and or LSCB procedures for further information on this).

Child Sexual Exploitation (CSE):

The definition of CSE is –

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

“The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. (See CSE policy and toolkit in the CP folder within each base and LSCB procedures for further information and guidance).

Preventing Radicalisation and Extremism

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. (see Prevent guidance in CP folder within each base or LSCB procedures).

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered. (see PFA policy in CP folder within each base or LSCB procedures)

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.

The Kingsmead School/Newton's 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, and they will be listened to and taken seriously.
- We will provide parents with information about safeguarding issues, such as child sexual exploitation (CSE) and online safety, and the support available to keep children safe within the school, locally and nationally.
- Up to date and accurate information is kept about pupils i.e. names and contact persons with whom the child normally lives, those with parental responsibility, emergency contact details, if different from the above those authorised to collect the child from school, 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 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.
- 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

record and only accessible to key members of staff. Copies of these records will be securely sent to any school which the child transfers.

- 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.
- There may be specific times through the work of the police and/or social care where we are instructed not to contact parents should their child be required for interview or investigation. Should a child be removed from the school site under these circumstances then full ID and other checks will be made on behalf of the parent to ensure the safety of their child.

4. Taking Action on Concerns

Key points to remember for taking action are;

- In an emergency take the action necessary to help the child, for example, call 999.
- Report your concern to the DSL or their deputy as soon as you can and by the end of the day at the latest.
- If the 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/serious 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.
- Complete a record of the concerns (see Appendix 5).
- Seek support for yourself if you are distressed.

All staff should follow the Derby and Derbyshire Safeguarding Children Procedures. These are can be located on the local safeguarding polices and guidance page of www.derbyscb.org.uk. ([Shortcuts to these procedures should be on all staff desktops for easy access.](#)) The DSCB Thresholds document will support the DSL and school 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 emerging needs, complex/serious needs or child protection concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils 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/serious needs or there are child protection concerns

There will be occasions when you suspect that a child may be at risk, but you have no ‘real’ evidence. 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 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.

Further information about abuse and neglect can be found in Appendix 1

Ensure you record these early concerns using either:

Kingsmead School	Newtons Walk
Appendix 5 - Safeguarding Concern Form	Appendix 5a – Safeguarding Concern Form
Daily Log on integris (safeguarding)where appropriate	Pupils Chronology for low level concerns
Discuss with DSL	Discuss with DSL

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 a 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.

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.

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 i.e. 'can you tell me what happened?' rather than 'did x hit you?'
- Remain calm and do not over react – 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 and hand it to the Designated Safeguarding Lead.
- 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) 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 behaviours which give 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.
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).
- Any concerns that a child is at risk of forced marriage, honour based violence or female genital mutilation (FGM).

Role of the Designated Safeguarding Lead following identification of needs or concerns

The Designated Safeguarding Lead (DSL) will:

- Assess any urgent medical needs of the child.
- Consider whether the child has low level, emerging needs or complex/serious needs or if there are child protection concerns.
- Check whether the child is currently subject to a child protection plan, or has previously been subject to a plan, is looked after, has 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 a further risk of harm (see below).

- If unsure that a child protection referral should be made, seek advice from Children's Social Care.
- If the concerns are about radicalisation or violent extremism, make a referral to Channel via the Police Prevent team and also, where the child has complex or serious needs or where there are child protection concerns, refer to Children's Social Care.

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 school staff should approach the parent/carer to take this forward. In situations where there are serious/complex needs or child protection concerns the DSL (or other nominated staff member) will make contact with the parent or carer. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care.

Getting help for the child

Prior to any action being taken a conversation and direction should be sought from the DSL

If a referral to Social Care is not considered appropriate, consideration should be made to what support the child and family need. The school will consider what support could be offered within the school, it may be useful to undertake an EHA to clarify the child's needs/strengths and the supports required and/or make a referral for other services.

The staff that will complete this work would be:

Kingsmead School	Newton's Walk
DSL	DSL
Pastoral Lead	Family Officer
Key Worker	

Full written records of the information that the DSL received, detailing the actions taken or not taken and the reasons for these will be made.

Using the Early Help Assessment (EHA)

Where parents, carers or children tell us that they require support, or school staff identify that there may be emerging needs and that services might be required an EHA is likely to be beneficial. In such cases staff will have an open discussion with the parents / carers and child about the support and services that might help and agree how they would be accessed.

Low level needs

Where the school and another service i.e. school nurse, may be able to meet the needs, take swift action and prevent needs escalating, the EHA pre-assessment checklist may, where appropriate, be completed to identify and document the needs, however the school may also use other tools to identify and help meet the needs of a family/child. 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 (and/or other) 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) will support the appropriate staff member in liaising with other agencies, setting up the inter-agency assessment and undertaking the role of lead professional as appropriate.

For more information about the early help assessment process see www.derbyscb.org.uk.

At each stage of the process where serious/complex needs or child protection concerns are identified, a referral to Children's Social Care will be made. See below.

Referral 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.

If it is believed that a child has complex/serious needs or where there are child protection concerns, the DSL will make a referral to Children's Social Care. See DSCB Threshold document and DSCB Safeguarding Children procedures chapter 1.2 Making a referral to Children's Social Care.

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 - Home Office). 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)/receives the disclosure should make the report by the close of the next working day.

Action following referral

The DSL or other appropriate member of staff will:

- Follow up the referral in writing, attaching appropriate assessment where necessary i.e. early help assessment or the child referral form.
- Maintain contact with the allocated Social Worker.
- Contribute to the strategy discussion or meetings.
- 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.
- Where a child on a child protection plan, child in need plan or is looked after moves from the school or goes missing, immediately inform the key worker in Social Care.
- If the child's situation does not appear to be improving the DSL should press for re-consideration. See DSCB Escalation policy.

Confidentiality and sharing information

The school will operate with regard to HM Government Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015) and Derby and Derbyshire Safeguarding Children Boards' Information Sharing Agreement and Guidance for Practitioners (2014). All staff will be mindful of the seven golden rules to sharing information (please see Appendix 2).

Staff should only discuss concerns with the Designated Safeguarding Lead, deputy, 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 by doing so would increase risk.

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

Record keeping

Records of concerns documentation and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Safeguarding information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.

Copies of these records will be securely sent to any school which the child transfers and a confirmation of receipt obtained.

Support for those involved in a safeguarding/child protection issue

Child neglect and abuse 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.
- Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.
- 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 whistle blowing, complaints and disciplinary procedures.
- Co-operating fully with relevant statutory agencies.

5. Peer on peer abuse/allegations of abuse made against other children

What is peer on peer abuse?

- Peer on peer abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers
- It can affect any child/young person, 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
 - Both girls and boys experience peer on peer abuse however they are likely to experience it differently i.e. girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing type violence (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group)
- It is influenced by the nature of the environments in which children/young people spend their time - home, school, peer group 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.
- Peer on peer abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another, and have the opportunity or be in an environment where this is possible.
- While perpetrators of peer on peer abuse pose a risk to others they are often victims of abuse themselves.

Above information is based on information in Practitioner Briefing: What is peer on peer abuse? MsUnderstood Partnership (2015)

Actions the school will take

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

- Behaviour management, including bullying/ online bullying and prejudice-based bullying
- Online safety and other associated issues, including sexting
- Children who runaway or go missing
- Relationships and sex education

The school will also act to minimise the risk of peer on peer 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. 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.

Action on serious concerns

The school recognises that children may abuse their peers physically, sexually and emotionally; this will not be tolerated or passed off as 'banter' or 'part of growing up'. The school will take this as seriously as abuse perpetrated by an adult, and address it through the same processes as any safeguarding issue. We also recognise that children who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

Peer to peer 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 all cases the member of staff should 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 emerging needs, complex/serious needs or child protection concerns and follow the process outlined in Section 4. Taking Action on Concerns.

Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) should be referred immediately to Children's Social Care or the Police.

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

- What is the nature, extent and context of the behaviour including verbal, physical, sexting and/or online abuse. Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the duration and frequency? Were other children and /or adults involved?
- 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 are the relative chronological and developmental age of the two children and 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 themselves and others i.e. other children in school, in the child's household, extended family, peer group or wider social network?

See DSCBs Safeguarding Children Procedures, in particular:

- Children who present a risk of harm to others
- Abusive Images of Children: the Misuse of Information Communication Technology (ICT).

Whenever there is an allegation of abuse made against a child, the Designated Safeguarding Lead (DSL) and other appropriate staff will draw together separate risk assessments and action plans to support the victim and the perpetrator. Where Children's Social Care is involved or an early help assessment commenced, this will be agreed as part of a multi-agency plan.

6. Safer Recruitment and Selection of School Staff

The school has adopted robust recruitment and selection procedures that minimise the risk of employing people who might abuse children, or are otherwise unsuitable to work with them. We complete a full range of checks which are carried out to minimise the possibility of children and young people suffering harm from those they consider to be in positions of trust.

We ensure that all appropriate measures are applied in relation to everyone who works in the school, including volunteers 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 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, person specifications and interview processes includes safeguarding and right to work in England checks.

Everyone who works in the school, including volunteers will have appropriate Disclosure and Barring (DBS) and where necessary, disqualification by association checks. See DBS policy statement.

'Extended school' and off site arrangements

Where extended school activities are provided by and managed by the school, 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.

Visitors to the school

The school premises provide a safe learning environment with secure access. This process includes ensuring all visitors to the school are suitable and are checked and monitored as appropriate.

7. Allegations against teachers and other staff (including volunteers)

Safe recruitment practices are vital whenever someone is recruited to work with children however this is not the end of the matter. Schools are safe environments for the majority of children and the majority of people who work with children have their safety and welfare at heart. Everyone in the school should be mindful that some individuals seek access to children in order to abuse them and that the nature of abuse means that children often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by children, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

It is essential that any allegation against a teacher or other member of staff, or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Where an allegation is made against the Headteacher, a teacher or member of staff (including volunteers) that they have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

The Kingsmead School/Newton's Walk will always comply with the Derby and Derbyshire Safeguarding Children Procedures, Allegations against Staff, Carers and Volunteers.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. 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.

Duty to refer to DBS

The Kingsmead School/Newton's Walk will uphold our legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

Initial actions following an allegation

- The person who has received an allegation, or witnessed an event will immediately inform the Headteacher (or the Chair of Governors if the allegation is against the Executive Headteacher) and 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 (see Appendix 5).
- Staff may consider discussing any concerns with the Designated Safeguarding Lead and may make any referral via them.
- The Headteacher where appropriate will take steps to secure the immediate safety of children and urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Headteacher may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Children's Social Care and/or police.

- The Headteacher, or Chair of Governors should immediately discuss the allegation with the Local Authority Designated Officer (LADO). This should take place within one working day; see other key safeguarding contacts list on page 9. The discussion will consider the nature, content and context of the allegation and agree a course of action.

- The Headteacher will inform the Chair of Governors of any allegation.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff.
- If consideration needs to be given to the individual's employment, advice will be sought for HR.

See school allegations against staff policy, complaints and whistle blowing policy.

Appendix 1 Types of abuse and possible indicators

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. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger e.g. via the internet. An adult or adults, child or children may cause the abuse. They may be disproportionately impacted by things like bullying without outwardly showing signs and be compounded by communication barriers and difficulties.

Where a child is disabled, injuries or behavioural symptoms may mistakenly be attributed to his/her disability rather than the abuse.

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 child².

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 happens³. 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 marks⁴.

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

² HM Government (March 2015) Working Together to Safeguard Children, page 92

³ Brandon et al., (2010) Building on the learning from Serious Case Reviews: A two year analysis of child protection database notifications 2007-2009, Department for Education, 2010

⁴ HM Government (March 2015) What to do if you're worried a child is being abused: advice for practitioners

- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual Abuse (and 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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.

Sexual exploitation is a form of sexual abuse where children are sexually exploited for money power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation (CSE) doesn't always involve physical contact and can happen on-line. A significant number of people who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

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 care⁴; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Appendix 2 Seven Golden Rules to Sharing Information

1. **Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing**, but provide a framework to ensure that personal information about living persons 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** for other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the person where possible.
4. **Share with informed consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is a good reason 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 certain of the basis upon which you are doing so. Where you 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, it shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
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, (2015) HM Government

Appendix 3 Role of the Designated Safeguarding Lead (DSL) and deputy

Governing bodies, proprietors and management committees should appoint an appropriate member of staff, from the school or college **leadership team**, to take the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit within the role-holders job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead/s. Any deputies should be trained to the same standard as the designated safeguarding lead.

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

Manage referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority Children's Social Care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make a referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/ harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the headteacher or principal to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the case manager and designated officers at the local authority (also known as local authority designated officer/LADO) for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;

- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising awareness

- The designated safeguarding lead should ensure the school or college's policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with their designated safeguarding lead to define what "available" means and whether in exceptional circumstances availability via phone and/or Skype or other such medium is acceptable.
- It is matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Taken from [Keeping Children Safe in Education \(2016\)](#), pages 58 to 60

Derby Children's Social Care Child Referral Form

This referral form should be used to support a telephone referral to Derby Children's Social Care and should be submitted within 48 hours of the call. It can also be used to make non urgent referrals. Please mark '*Private and Confidential*' and post to Ashtree House, 218 Osmaston Road, Derby, DE23 8XJ.

Section 1: Details of the child/family you wish to refer

Referral date:	
-----------------------	--

Details of all children or young people living at the household

First Name	Surname	DOB/EDD	Gender	Ethnicity	Disability	Who has PR*

*Parental Responsibility

Family and other household members

First Name	Surname	DOB	Gender	Ethnicity	Disability

Household address

Postcode:	Telephone:

Section 2: The referrers contact details

Name	Job title/Role	Agency address
Phone number	Email	

- Have you spoken with someone in Children's Social Care already? Yes No
- Are you likely to have on-going contact with this family? Yes No

Section 3: Reason for referral

- Have you spoken with someone in Social Care already? Yes Date: _____ No
- Have you completed an Early Help Assessment? Yes No

If 'Yes', complete sections 3, 6 and 7 only and attach a copy of the EHA and TAF documents to this referral form.

If 'No', why have you been unable to complete the EHA?

Reason for referral. Please give:

- A summary of the key issues, concerns and risks
- Your view on the level of urgency
- What, if anything, has been done in relation to this already
- Details of what you are asking for from Children's Social Care.

Please attach all relevant assessments or reports.

Threshold scaling

Using the information you have provided please tick the safety and well-being scale below to indicate what level of need you consider this referral suggests.

- Low level need**
Where need is relatively low and where individual services and universal services may be able to address the child's needs without the involvement of other services.
- Emerging need**
Where a range of early help services may be required. Co-ordinated through an Early Help Assessment where there are concerns for a child's well-being or a child's are not clear, not known or not being met.
- Complex or serious needs**
Where without the intervention the child would become at risk of significant harm or the needs are such that without intervention the child's health or development would be seriously impaired. Help is provided as a child in need under Section 17 of the Children Act (1989) via a specialist in-depth assessment and following this at least initial co-ordination of services via the Social Worker.
- Child protection concerns**
Where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm because of abuse or neglect. Under Section 47 of the Children Act 1989, local authority Children's Social Care must make enquiries and decide if any action must be taken to protect the child.

Information sharing

- Have you discussed this referral with the child/young person? Yes No
- Have you discussed the referral with the person with PR? Yes No
- Has the child/young person/person with PR given their consent for other agencies to be contacted? Yes No

If any agencies have been excluded from this, please state which:

- Are you aware of any risks to staff from any member of the household? Yes No

If 'Yes' please give details:

Anonymity

There is an expectation that when making a referral, professionals inform the family of the referral and identify themselves as part of the referral process. Information regarding the identity of the referrer will normally be shared with the family. If you consider that identifying you as the referrer will place you at level of risk, please explain below. A Social Worker will discuss this with you.

- Do you need to remain anonymous? Yes
No

If 'Yes', please explain why?

--

Section 4: Other family or household members or significant others

e.g. parents, stepparents, grandparents, half siblings, step siblings or adult siblings.

First name	Surname	DOB	Gender	Ethnicity	Disability	Relationship to child

Address if different

Name	Address and postcode

Section 5: Other professionals/agencies involved

Child/young person	Nursery/school/college	GP/Medical Centre

- Are other professionals or agencies involved other than the above? Yes No

If 'Yes', the name and address/work base of the other professional/agency

Name	Address/workbase

Appendix 5 Safeguarding Report

This form is the formal record of a safeguarding concern about a child or young person within Kingsmead and should be completed immediately and in full. Please pass to Designated Safeguarding Person on the same day as the incident (or as soon as possible).

Name of child:	Date of Birth:
Date of concern:	Time of concern:
Concern identified by:	Role/Position:
Name of alleged person(s) responsible for the harm:	How is this person known to the victim:
Witnesses:	Place of incident:

Concern/Incident/Disclosure:
(Why are you concerned about this child? What have you observed, when? What have you been told and when? Please provide a description of any incidents or anything you have been told by a child or another person. Remember to make clear what is fact and what is hearsay/opinion. Note the language/terminology used by the child, or adult, and be clear about who has said what.)

Has any action been taken in relations to this concern:
(This could be action taken by yourself or anybody else including other agencies, parents etc)

Any relevant historic information that should be considered:
(include any known agencies involved relevant to the disclosure/concern. Include any information that may guide decision making ie is the child on the CP register, are they known to the CSE strategy, previous allegations made and any other relevant information known to adds to this concern).

This section completed by:	Date & Time:
Concern passed to/discussed with:	Date & Time:
Was there a delay in passing on the concern:	YES / NO
If yes, please comment on the reasons for the delay:	

Action to be taken/recommendations from DSP:	
Who did you report this incident to DSP, Asst DSP?	What time was this reported?
(highlight here the recommended actions to be taken) • Xx	Actions completed – please evidence • xx
Signed:	Dated:

FOR COMPLETION BY (ASST)DSP ONLY

Have all requested actions been completed	YES/NO
Any action taken by the DSP:	
Has this been fed back to referrer	YES/NO
Signed by (ASST)DSP - (involved in the incident) SIGNATURE: PRINT NAME:	Signed by HEAD or (ASST)DSP – (Clarification) SIGNATURE: PRINT NAME:



**Appendix 5a
Logging a Concern about a Child's Safety and Welfare**

Part 1 (for use by any staff)

Pupil's Name:		Date of Birth:	
Date and Time of Incident:		Date and Time (of writing):	
Name:		Signature:	
Job Title:			
Note the reason(s) for recording the incident.			
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?			
Continuation Sheets Used?	YES / NO	No of Sheets:	
Professional opinion where relevant (how and why might this have happened)?			
Note actions, including names of anyone to whom your information was passed.			
Any other relevant information (distinguish between fact and opinion).			

**Check to make sure your report is clear to someone else reading it.
Please pass this form to the designated person for child protection.**

Part 2 (for use by Designated Person)

Time and date DP received information and from whom.	
Any advice sought by DP (date, time, name, role, organisation and advice given).	
Action taken (referral to children's social care/monitoring advice given to appropriate staff/CAF etc) with reasons. Note time, date, names, who information shared with and when etc.	
Continuation Sheet	Yes / No Number?
Parent's informed Y/N and reasons.	
Outcome Record names of individuals/agencies who have given you information regarding outcome of any referral (if made).	
Where can additional information regarding child/incident be found (eg pupil file, serious incident book)?	
Signed	
Printed Name	
Date	

Appendix 6**Logging Concerns/Information Shared by Others External to the school**

(Pass to designated person)

Pupil's Name:	Date of Birth: Class:
Date and Time of Incident: Date and Time of receipt of information: (Via letter/telephone etc?)	
Name (and role) of recorder:	
Name of caller/provider of information:	
Organisation/agency/role of provider:	
Contact details (telephone number/address/e-mail)	
Relationship to the child/family:	
Information received	
Actions /Recommendations for the school:	
Outcome:	
Name:	
Signature:	
Date and time completed:	

Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

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

- Exact site of injury on the body, eg upper outer arm/left cheek.
- Size of injury - in approximate centimetres or inches.
- Approximate shape of injury, eg 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?

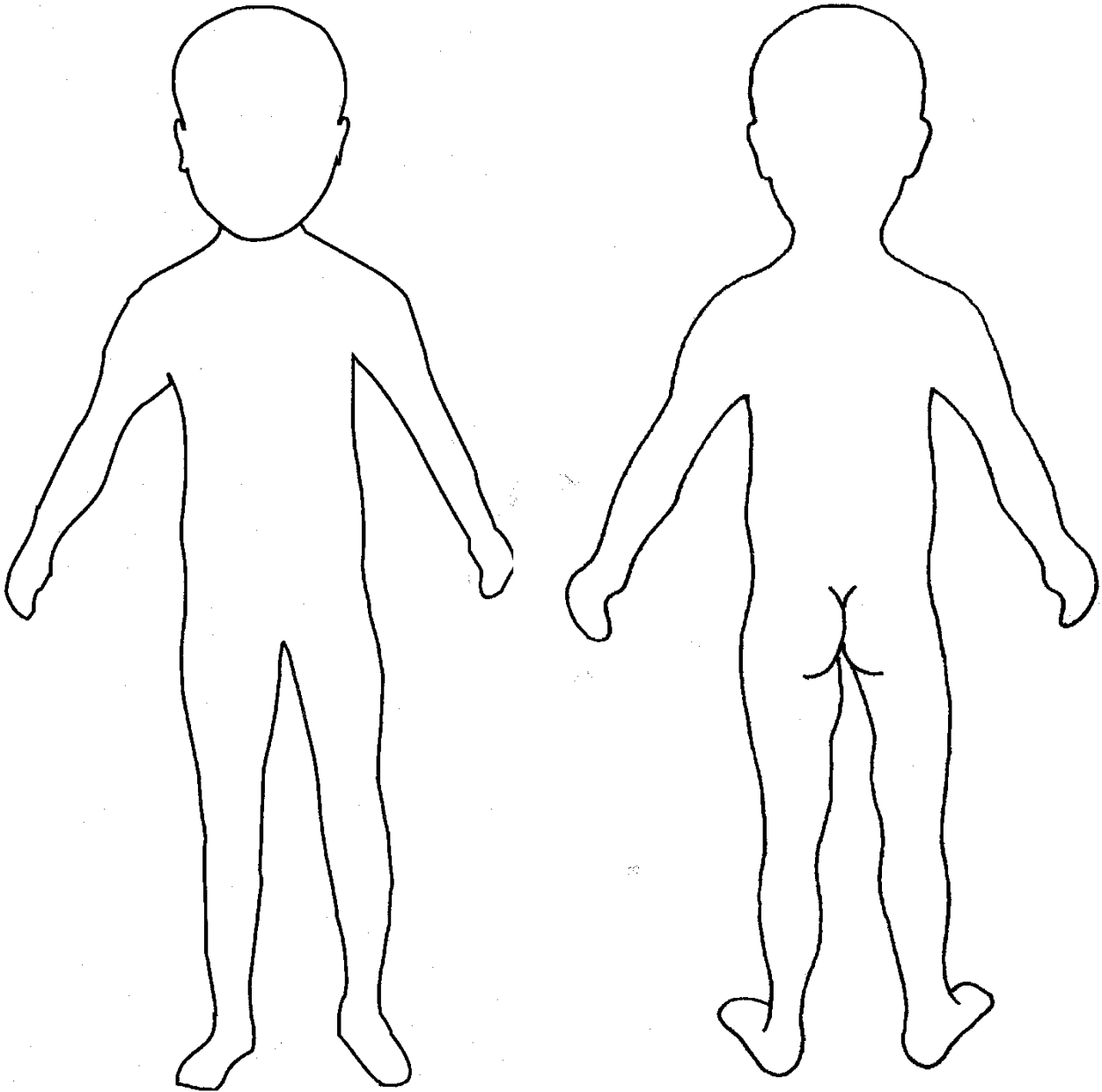
Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

A copy of the body map should be kept on the child's CP file.

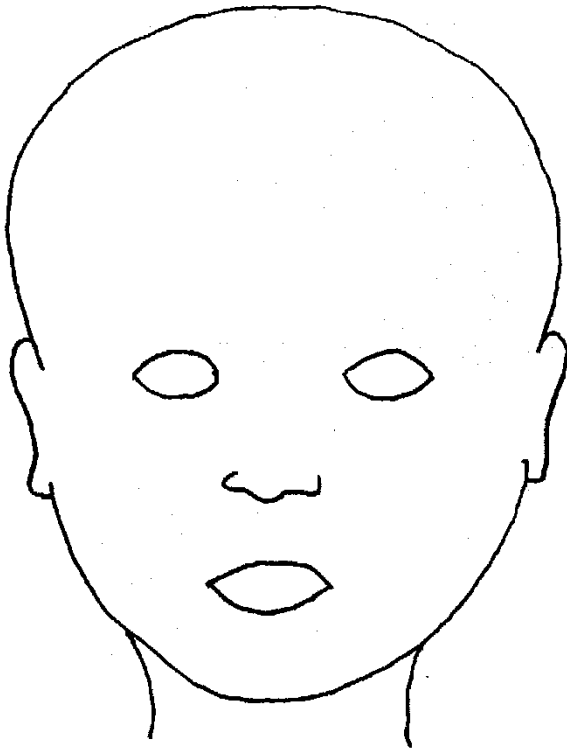
BODYMAP

(This must be completed at time of observation)

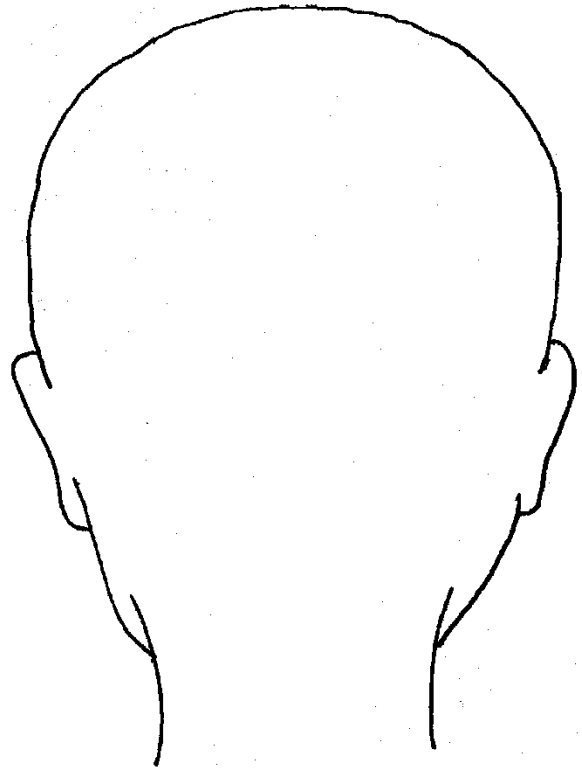
Names for Child: _____ Date of Birth: _____
Name of Worker: _____ Agency: _____
Date and time of observation: _____



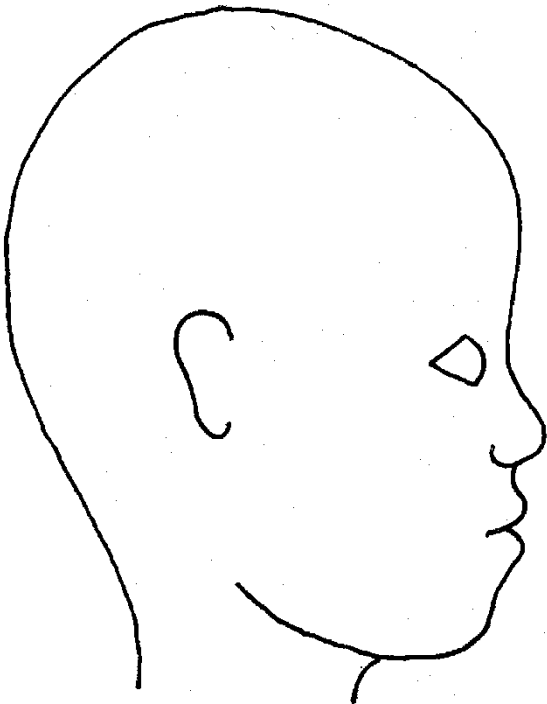
Name of Child: _____ Date of observation: _____



FRONT

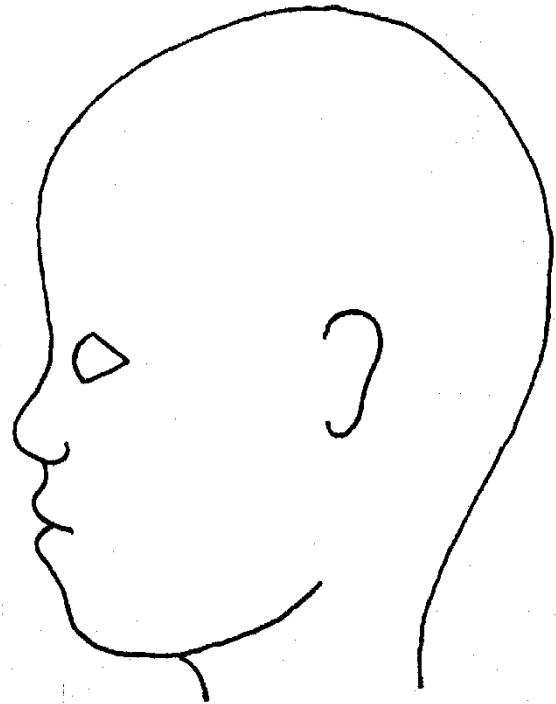


BACK



RIGHT

Name of Child: _____



LEFT

Date of observation: _____

Appendix 8 Guidance/further information

Local safeguarding information

Key local information about safeguarding children is located on Derby Safeguarding Children Board website www.derbyscb.org.uk.

This includes Derby and Derbyshire Safeguarding Children Boards' 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 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
- Children and families who go missing

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

- [Derby and Derbyshire Thresholds document](#)
- [Derby and Derbyshire Escalation policy and process](#)
- [Local contacts](#)

The DSCB 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 DSCB 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 sexual exploitation](#), including the CSE risk assessment toolkit
- [Missing children](#)
- [Online Abuse](#)
- [Safeguarding training](#) opportunities and e-learning
- [Safeguarding forms and assessments](#)

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

- www.kingsmead-derby.co.uk
- www.gov.uk/schools-colleges-childrens-services/safeguarding-children
- www.nspcc.org.uk