



SAFEGUARDING AND CHILD PROTECTION PROCEDURES PART 2 SEPT 25

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Our School Our Context

These procedures should be read in conjunction with other relevant policies.

The school has a secure reception area. The perimeter doors are access controlled. It is a requirement for all staff and visitors to sign in on arrival through our Inventory system; all visitors have a photo taken, that is then carried around with them, forming their identification badge for the duration of their time on the premises. Staff all wear ID cards with an Esteem orange lanyard. For Visitors we have two different lanyards depending on the level of supervision they require whilst on site. Any visitors wearing a red lanyard should be accompanied at all times on site during their visit and staff are to challenge anyone seen who is not with a member of staff. Anyone wearing a green lanyard are professionals with DBS checks and may be unaccompanied on site, such as therapists, medical staff, Social Workers, careers advisors etc. The school has a nurse on site and has a Designated Safeguard Lead, Deputy Designated Safeguarding Leads and a Pastoral Lead.

Peak School has a zero-tolerance approach to abuse. The school operates a whole school approach and ethos to safeguarding and protecting children. Where safeguarding is concerned, we maintain an attitude of **“it could happen here”**. We recognise that everyone in the school has a role to play to keep children safe; this includes identifying concerns, sharing information, and taking prompt action. Safeguarding and child protection is incorporated in all relevant aspects of processes and policy development. All systems, processes and policies operate with the best interests of a child at their centre. Our school recognises the importance of ensuring that all students feel heard and understood. We have a culture of listening to students 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 student’s wishes will be taken into account when determining what action to take and what services are provided. The welfare and safety of a student is of paramount concern and staff will act in the best interests of the student. We understand the difficulties that students may have in approaching staff about their circumstances and any concerns they may have. Some students may feel unable to report their concerns or abuse; others may have additional barriers to telling someone or not recognise what is happening is abusive.

The school has an open and accepting attitude towards students and promotes a positive and supportive environment as part of our responsibility for pastoral care. Our school ethos promotes trusted relationships between learners and all staff, which supports students to tell staff about any concerns they may have. Students, parents/carers, and all staff will be free to talk about any concerns and see the school as a safe place. Many students can show signs or act in ways they hope adults will notice or react to, others may make indirect reports via a friend or staff may overhear conversations. All staff are alert to this and to the need for early help and are aware of the indicators of abuse, exploitation and neglect and know what actions they should take. The school has systems in place for students to complain and/or confidently report their concerns, including any form of abuse or neglect, including child-on-child abuse, and know that their concerns will be treated seriously. All students have time 1:1 with members of staff with whom they have built a positive relationship with; they are given appropriate communication aids to support their vocabulary so they are able to express any concerns or worries. Posters displayed throughout the school with photos of the safeguarding team on and how they can express concerns ensure pupils staff and visitors know who they can report concerns to. The school works closely with the FASST team to enable students to access HOPE if

required. We ensure that all students are safeguarded while on or off school premises and are proactive about anticipating and managing risks that students face in the wider community and online. To support this the school assesses the risks and issues in the wider community when considering the well-being and safety of its learners. Due to the context of our school, our students may be at greater risk of CRE, child on child abuse and generally present a greater vulnerability in the wider community due to their comprehension and social skills. Students are taught how to keep themselves safe through a variety of sources. The school uses the 'SoSAFE' program, which is a framework of concepts, symbols and visual lesson materials to teach the type and degree of communicative and physical intimacy appropriate with different groups of people in an individual's life. Within each student's 'People and relationship book' there is an abuse disclosure tool.

Peak School works closely with partner agencies such as social care, police, CAMHS and healthy young minds to ensure regular communication and relevant updates resulting in a holistic approach to safeguarding students. Risks are reviewed within allocated time scales no longer than termly and results are logged on 'my concern'. The school recognises we have an important role to play in multi-agency safeguarding arrangements and contributes to multiagency working as set out in Working Together to Safeguard Children (2018). As a relevant agency, the school understands its role within local safeguarding arrangements and operates in accordance with the Derby and Derbyshire Safeguarding Children multi-agency procedures, including the local criteria for action (known as the Threshold document) and local protocols for assessment in Derby and Derbyshire. The school is also aware of and implements any local learning where appropriate, such as those as outlined in DDSCP Briefing note: safeguarding school age children and learning from case reviews and other DDSCP briefing notes located in the multi-agency safeguarding children procedures document library. We have close links with our health services, such as our, children's intellectual disability community team, school nurse, continence team, Changing Lives Derby and Derbyshire and child and adolescent mental health service (CAMHS). From the voluntary sector we have Derbyshire Autism, our Family And Student Support Team (FASST) is our early help provider and communication between ourselves and social care is fluid and regular. We hold regular meetings virtually or in person with a variety of professionals in the form of TAF, CIN, CP and transitional meetings for any children that require them. We host events for parents to come face to face with professionals to assist with the next stages in the child's life, whether that be a move into further education, employment or supported living environments.

All safeguarding concerns for our children are to be reported through our '**My Concern**' system and if they are staff related low level concerns they are reported through '**Confide**'. Our system for recording all behaviour of the children is '**Iris Adapt**' and we use the positive behaviour management approach of **Team Teach**.

Key points to remember for any member of staff (including volunteers or supply staff) or visitors whenever they have any concerns about a child's welfare:

- 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 local authority children's social care.
- Report your concern to the Designated Safeguarding Lead or their deputy as soon as you can and by the end of the day at the latest.

- All concerns should be reported through the school's online system '**My concern**', in addition if the child is at immediate risk the staff member should ensure the students safety and speak directly to a member of the safeguarding team **immediately**.
- If you are unsure speak to the designated safeguarding lead or their deputy
- If the designated safeguarding lead or their deputy is not around, ensure the information is shared with the most senior person in the school that day. The concerns and any action taken must then be shared with the designated safeguarding lead as soon as it is possible
- If the concerns are about sharing nudes and semi-nudes do not view, copy, print or share the images
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- As soon as you are able complete a record of the concerns. This should be **on the same day and before the child is due to leave the school premises** using 'My concern' the schools online reporting system.
- Seek support for yourself if you are distressed, supervision can be sought from the safeguarding team who are trained in post incident support.

Staff must always immediately inform the designated safeguarding lead or their deputy if there are any:

- Concerns that a child is presenting signs or symptoms of abuse or neglect, including 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.
- Searching incidents where there are reasonable grounds to suspect a learner was in possession of a prohibited item or where a search has revealed a safeguarding risk.
- Behaviour or changes in presentation, including changes in school attendance, which gives rise to suspicions that a child may not be receiving adequate care or may be suffering harm
- Hint or disclosure of abuse about or by a child
- Concerns that a person(s) who may pose a risk to children is living in a household with children present
- Concerns about online abuse including cybercrime, exploitation, harmful sexual behaviour, sharing nudes and semi nudes and/or where any adult appears to be sexually communicating (e.g., email, text, written note or verbally) with a child
- Concerns about child-on-child abuse, including sexual violence and harassment
- Information which indicates that the child is living with someone who does not have parental responsibility for them (this is known as private fostering)
- Concerns that a child is at risk of domestic abuse or so called 'honour-based' abuse, including forced marriage, female genital mutilation (FGM), breast ironing, virginity testing or hymenoplasty
Concerns that a child is at risk of radicalisation, child sexual exploitation or criminal exploitation, including county lines; (this is also known locally as CRE - child at risk of exploitation) or that a child or their parent/carer may be a victim of modern slavery (trafficked).

Where behaviour is a feature of a child's needs they will have a MARBL and/or positive behaviour plan written for staff to follow, this is shared with parents. Any incidents of behaviour are recorded

using Iris adapt software, each incident is reviewed by the behaviour team with debriefs given to staff to ensure that plans are current and working to reduce incidents. The school staff are all trained with Team Teach and the school have 3 trained Team Teach trainers who support classes.

Our Pupils, Our Families and Our Community

Peak School has 88 pupils on roll from a large geographical footprint in the North West of Derbyshire and Cheshire East. The pupils attending Peak school have a wide range of needs including Profound and Multiple Learning Difficulties (PMLD), Severe/Moderate Learning Difficulties (S/MLD), Autistic Spectrum Condition (ASC), Attention Deficit and Hyperactivity disorder (ADHD), Social Emotional and Mental Health Difficulties (SEMHD) and complex challenging behaviour associated with their learning disability. The school is collocated with a Derbyshire children's home where seven pupils currently reside, there are seven other pupils classes as looked after in other residential arrangements (including three post 16 students classed as adults), as a result the school have a higher than average number of looked after pupils. The school has 51% of children eligible for free school meals.

We recognise that our pupils with special educational needs (SEN) or disabilities or certain health conditions may face additional safeguarding challenges and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

We offer extra pastoral support to our pupils.

We offer enhanced communication support to our pupils.

Any concerns of abuse involving pupils with SEND will require close liaison with the DSL/ DDSL and the SENCO.

We understand that some children will be more vulnerable, both online and offline, due to their individual needs and / or personal circumstances. We understand that some young people will require more support to keep themselves safe. We are all committed to providing the additional support, education, guidance or multi agency protection that these pupils need to be able to achieve and thrive. We will ensure that we remain particularly alert to the potential need for additional support at any tier or threshold for a child who:

- › Is disabled
- › Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- › Is a young carer
- › Is bereaved

- › Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- › Is frequently missing/goes missing from education, care or home
- › Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- › Is at risk of being radicalised or exploited
- › Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- › Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- › Is misusing drugs or alcohol
- › Is suffering from mental ill health
- › Has returned home to their family from care
- › Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- › Is a privately fostered child
- › Has a parent or carer in custody or is affected by parental offending
- › Is missing education, or persistently absent from school, or not in receipt of full-time education
- › Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Recognising Abuse and Taking Action

Our Training and Our Support

We are all trained in recognising and responding to signs of abuse; training is bespoke to our role and responsibility. The DSL manages an annual safeguarding training and development calendar so that we receive updates / guidance and training throughout the year that ensures we are confident and competent to meet the needs of our pupils.

you need to provide evidence that training is comprehensive, regular and planned and be able to evidence impact. This doesn't mean that you can't insert training to meet a need as it arises.

Safeguarding Training / Awareness	DSL / DDSL	School staff in regulated activity	Staff in non-regulated activity	Governors
Safeguarding and Child Protection	✓	✓	✓	✓
KCSIE updates	✓	✓	✓	✓
PREVENT	✓	✓	✓	✓
Online Safety	✓	✓		

FGM	✓	✓		
Private Fostering	✓	✓		
Safer Recruitment	✓			✓

We have a team of staff in our school who are trained to lead safeguarding across our school. The DSL or the DDSL will always be available on site. If we have concerns about a pupil or the conduct of a member of staff (both in school or outside of school) we always seek advice from the DSL or the DDSL. For more information on the role of the DSL and DDSL, please refer to Part 1 Esteem Safeguarding Policy

Our Safeguarding Team	Names	Contact Details
DSL	Paul Watts	pwatts@peakschool.co.uk
DDSL	Sarah Dunstan	sdunstan@peakschool.co.uk
DDSL	Michael Orme	morme@peakschool.co.uk
DDSL (Pending)	Charley Lomas Porter	clomas-porter@peakschool.co.uk
DDSL	Kayley Cartledge	kcartledge@peakschool.co.uk
DDSL	Jo Howarth	Jhowarth@peakschool.co.uk
DDSL	Marie Old	mold@peakschool.co.uk
Link Governor	Hanna Savoury	hsavoury@peakschool.co.uk
Link Trustee	Craig Kennady	ckennady@esteemmat.co.uk

If the DSL or DDSL requires support or guidance, they can contact:

Please ensure this table is personalised to your school and the locality.

Role	Contact	Details
Esteem Head of Safeguarding and Early Help	Hannah Longley	hlongley@esteemmat.co.uk
Esteem Head of HR	Maxine Day	mday@esteemmat.co.uk
FASST Senior Key Worker (Early Help)	Chantelle Taylor-Walster	tacylorwalster@esteemmat.co.uk
Chair of LGB (if concerns are around the Head Teacher)	Claire Chidzey-Carn	Cchidzeycarn@peakschool.co.uk
Local Safeguarding Advice Line	Call Derbyshire Cheshire East Consultation Services (ChECS)	01629 533190 03001235012

Pupils with special educational needs, disabilities or health issues

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

We offer extra pastoral support for these pupils. This includes:

Add details of the pastoral support you offer these pupils, as well as the support you provide to help pupils overcome any communication barriers they face.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Our school and Esteem Multi Academy Trust recognises that supporting pupils and families who may be at risk can be challenging for the staff involved. The DSL (or DDSL) has access to regular Safeguarding Supervision and the Esteem DSL Network.

All staff can access support via Westfield Health. We follow Peak School procedures where we have any concerns regarding the welfare or safety of a pupil. Our visitors, volunteers, Governors and Trustees also follow Peak School procedures, this is made clear to them. All visitors to school must sign in at reception, for visitors who are known to the school and whose DBS certificates have been checked such as members of the Trust, Therapists, medical staff access will be allowed across school.

to fulfil their duties (Green lanyard). For parents, tradespeople, deliveries and any other staff whose DBS has not been checked, they will be escorted by a member of staff at all times when in the vicinity of pupils (Red Lanyard). Taxi drivers and escorts will only need to enter the reception area of the school. Taxis are issued with a safeguarding poster identifying who they can report concerns to, these posters are also displaying in reception and round school. Visitors to school are issued with a safeguarding procedure when they sign in at reception.

Communicating and Working with Parents and Carers

Where appropriate, we will discuss any concerns about a pupil with their parents or carers. The DSL will normally do this in the event of concern or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the pupil, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them and understand their wishes in terms of what support they may need and how the report will be progressed.
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s).

If school have assessed that Early Help intervention would be appropriate for the pupil or for the family, this referral to Esteem FASST or The High Peak DCC Early help advisors or the Early help team in Cheshire East will only be completed with consent. Parents and Carers do have the right to withdraw their consent at any point.

Recording and Reporting

For Staff

We will hold records in line with our Esteem Records Retention Policy.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, will be recorded on My Concern, including where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. If I am in any doubt about whether to record something, I will discuss it with the DSL / DDSL.

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 and the outcome.

Photographs of children / injuries will not be taken by Esteem staff, except in exceptional circumstances and following a discussion with a member of the Esteem Education Team

Concerns, referrals and any other documents regarding safeguarding a pupil (including meeting minutes and reports) will be uploaded and stored in My Concern. This confidential information and will be held securely on My Concern and only available to those who have a right or professional need to see them.

Any non-confidential records will be readily accessible and available.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer.
- **The first 5 days** of the start of a new term.

In addition, if the concerns are significant or complex, and/or social care are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

- At Peak School our safeguarding records are electronic through My Concern
- Paper records that are sent to us are shared with the designated safeguarding team and then stored securely in the archive room
- Records are kept in line with current retention guidelines
- Information may be shared with the teams working with the child if appropriate

Peak School will proportionately share information with professional organizations where appropriate, this will include social care, medical professionals

Please refer to the EMAT Retention Policy September 23

For Our Pupils

Where there is a safeguarding concern, I will take the pupil's wishes and feelings into account when reporting. The DSL will consider the pupils wishes and feelings when determining what action to take and what services to provide.

I recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we:

- Have systems in place for pupils to confidently report abuse.
 - o Pupils can report concerns to any of the Safeguarding team, posters around school or to the school nurse. This is supported with a disclosure tool found in pupils 'SoSafe' relationships folder
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils.

- Pupils are taught using the So Safe programme, this includes supporting materials for making a disclosure.
 - Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
 - Pupils are told that information will remain confidential unless there is risk of harm to them or anybody else through not sharing information, information will only be shared with those deemed essential.

Our Safeguarding Procedures

If a Pupil is Suffering or Likely to Suffer Harm or is in Immediate Danger.

We will make a referral to children's social care and/or the police **immediately** if we believe a child is suffering or likely to suffer from harm or is in immediate danger.

Anyone can make a referral but our DSL and DDSL are trained to lead on referrals.

If I have made the referral directly and I am not the DSL or the DDSL, I will inform the DSL or DDSL immediately or as soon as possible.

We will ensure we follow the procedures for making a referral to Social Care as determined by our local Safeguarding Partnership <https://www.ddscp.org.uk/> <https://www.cescp.org.uk/homepage.aspx>

If a Pupil Makes a Disclosure to Me.

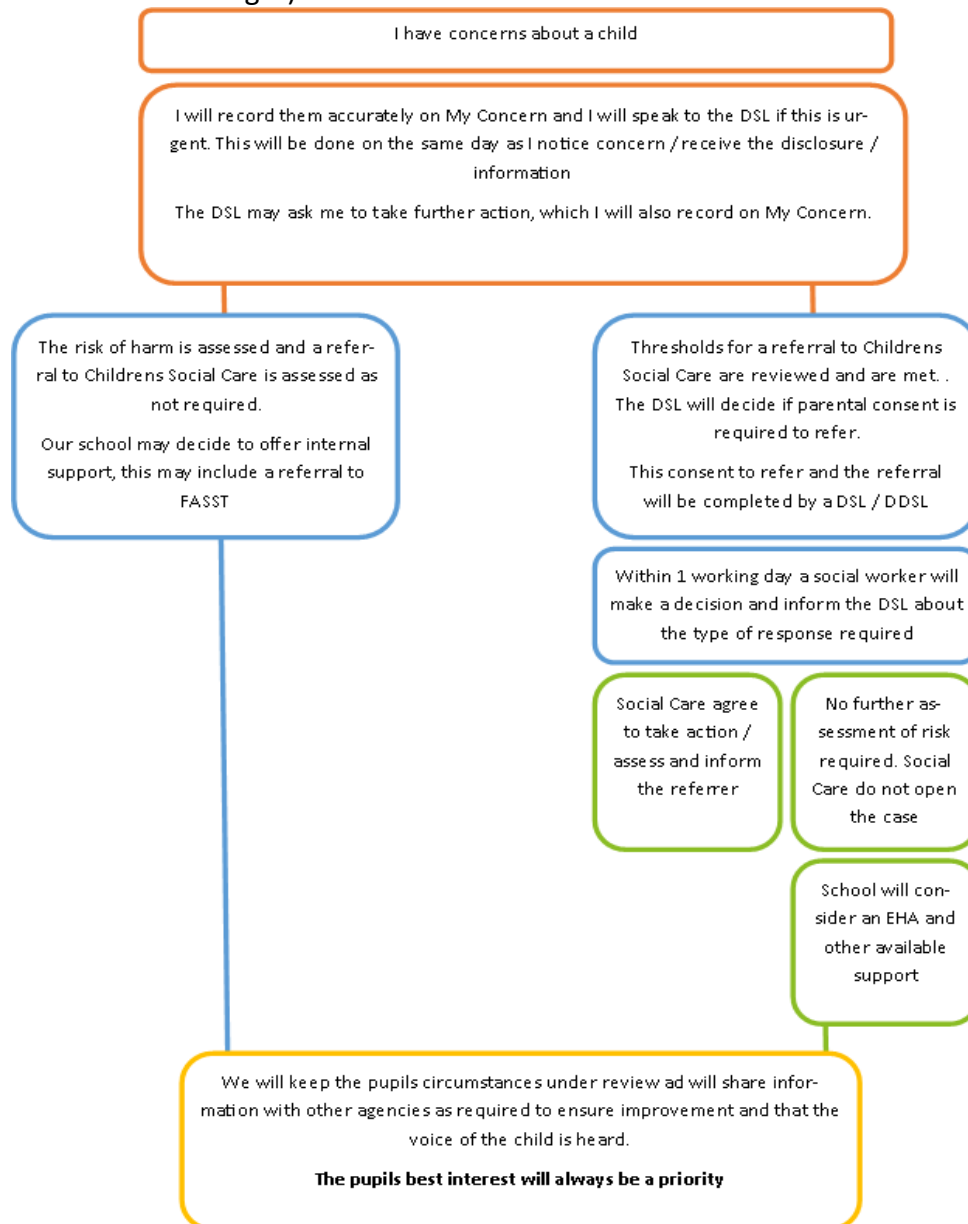
If a pupil discloses a safeguarding issue to me, I will:

- Listen to and believe them. I will allow them time to talk freely and will not ask leading questions.
- Stay calm and I won't show that I am shocked or upset.
- Tell the pupil they have done the right thing in telling me. I won't tell them they should have told me sooner.
- Explain what will happen next and that I will have to pass this information on. I will not promise to keep it a secret.
- Write up my conversation on My Concern as soon as possible on the day the information was received using the child's own words. I will stick to the facts, and I won't put my own judgement on it. I will ensure that my language is professional and cannot be misconstrued. I will record information as if it is going to be shared with external partners and parents / carers.
- Ensure that the DSL has received the report. Alternatively, if appropriate, I will make a referral to children's social care and/or the police directly and I will tell the DSL as soon as possible. Aside from these people, I will not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.
- I understand that some pupils may:
 - Not feel ready, or know how to tell someone that they are being abused, exploited or neglected.
 - Not recognise their experiences as harmful.

- Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.
- Not be able to disclose using verbal communication and need access to augmentative communication systems and staff trained.
- Communicate through their behaviour or require staff to recognise changes in their presentation, concentration and motivation.

None of this will stop me from having a 'professional curiosity' and speaking to the DSL if I have concerns about a child.

If I have Concerns About a Child (As Opposed to Believing A Child Is Suffering Or Likely to Suffer From Harm, or That They Are In Immediate Danger).



I will record my concern onto My Concern and I will speak to the DSL or DDSL to agree a course of action. I may be required to take low level actions and record this onto the My Concern system.

If in exceptional circumstances the DSL or the DDSL is not available, this will not delay appropriate action being taken. I will speak to a member of the senior leadership team and/or take advice from Esteem Head of Safeguarding, a Senior Practitioner in the Esteem Family and Student Support Team and / or local authority children's social care. I know I can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

If I take any actions directly, including making a referral to children's local authority social care, I will always seek advice from Esteem MAT and I will share details with the DSL as soon as practically possible. If I make a referral directly, I will record the details on My Concern immediately. Any online or paper-based referral must be uploaded as a file onto My Concern.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will usually make the referral or will support me to do so. The DSL will refer to the local safeguarding partnership / board threshold document and will evidence their concerns using the descriptors published.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes and any discussions are accurately recorded on My Concern.

If the pupil's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Esteem FASST and Early Help Assessment (EHA)

Esteem FASST are our central Early Help Service. They have a tiered model of support that all pupils and families can access to ensure the right support at the right time.

Further information and referral forms can be found at www.fasst-esteem.co.uk

If an EHA is appropriate, the DSL will generally lead on either liaising with other agencies and setting up an inter-agency assessment or will make a referral to the Esteem FASST who will then lead as appropriate. I may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Derbyshire Early Help Contacts

Head of Service for Early help -

- Chris Caley chris.caley@derbyshire.gov.uk

Senior Family Support Practitioner

- Zoe Taylor - High Peak and North Dales : zoe.taylor@derbyshire.gov.uk

Specific Safeguarding Concerns.

We are trained to notice and to have professional curiosity.

We are supported to discuss our observations and our concerns with a DSL/ DDSL

We are encouraged to have confidence to challenge and think the unthinkable.

These indicators of abuse and the action we will consider are not an exhaustive list but are points for reflection and consideration.

We are skilled at identifying indicators of abuse. We notice changes in behaviour, presentation, motivation and communication and we know what actions are required to promote a pupils wellbeing and to keep them safe.

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support us to do so.

If I make a referral directly, I tell the DSL immediately or as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

The DSL will make contact with the social worker or person who has received the referral to ascertain actions already taken and will escalate to their managers if they do not feel that appropriate action has been taken. (See Flowchart below)

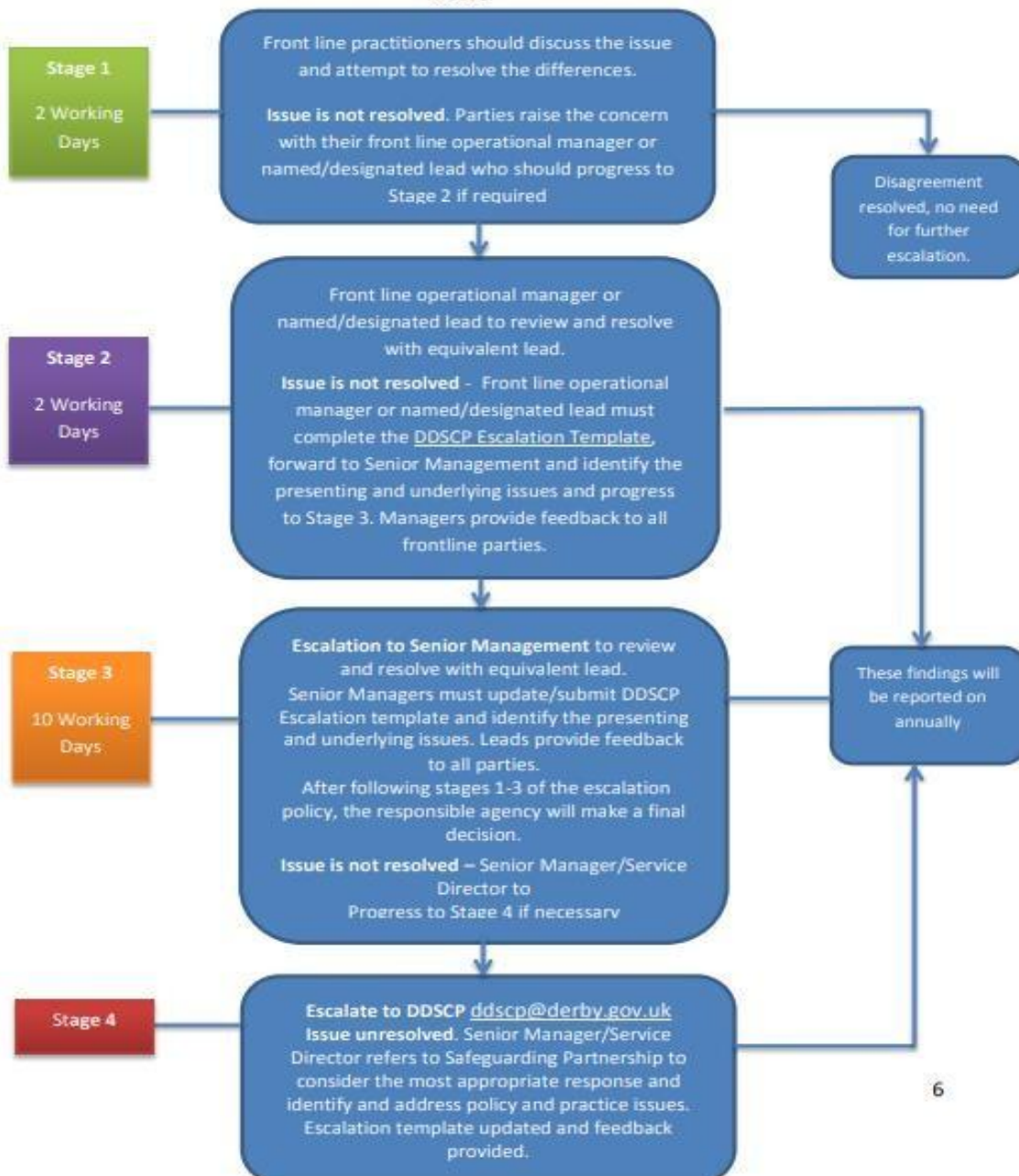


Appendix 1: Resolution of Professional Disagreement Flowchart

It is every professional's responsibility to 'problem solve'. Communication is extremely important and is the key to resolving professional misunderstandings or disagreements.

This is for any professional working with a child who has concerns about another agency's decision. Concerns should be specific and evidenced based as to the need and difference.

At all stages the discussion and outcome should be within the timescales prescribed and focused on the child's needs.



A pupil whose behaviour towards other pupils causes a safeguarding concern or where we have received an allegation of Child-on-Child Abuse (peer-on-peer where the young people are 18+)

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We have an attitude that child on child abuse can happen here.

We recognise that some groups of children are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk of child-on-child abuse. All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations or concerns that raise safeguarding concerns of harm or risk.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put pupils in the school at risk of harm.
- Is violent.
- Involves pupils being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex.
- Through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Online and face to face (both physically and verbally).

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

Managing allegations of child-on-child abuse (and peer-on-peer abuse where the young people are 18+)

When supporting victims, we will:

- Reassure that the law on child-on-child abuse is there to protect them, not criminalise them.
- Reassure that they are being taken seriously and that they will be supported and kept safe.

- Ensure that they are never given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting alleged perpetrators, the DSL will:

- Take the lead role in any disciplining of the alleged perpetrator(s).
- Provide support (or refer to a service to provide support) at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this.
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

When recording and reporting an allegation of abuse against another pupil we will:

- Record the allegation and inform the DSL immediately, but we will not investigate it.

The DSL will:

- Contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- Put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s).
- Contact the children and adolescent mental health services (CAMHS), if appropriate.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

The school will keep parents informed along the way where appropriate to offer support and reassurance that incidents are being dealt with appropriately.

- Lucy Faithfull Foundation's '[Shore Space](#)', which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours.

We will create a supportive environment at Peak School to minimise the risk of child-on-child abuse by:

- Regularly reviewing decisions and actions and updating policies with lessons learnt.

- Looking out for potential patterns of concerning, problematic or inappropriate behaviour, and deciding on a course of action where we identify any patterns.
- Considering if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again.
- Being alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.
- Remaining alert to the possible challenges of detecting signs that a child has experienced sexual violence and show sensitivity to their needs.
- Challenging any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
[Relationships and Sex Education policy](#) [PSHE Policy](#)
- Ensuring pupils are able to easily and confidently report abuse using our reporting systems.
- Ensuring we reassure victims that they are being taken seriously.
- Supporting pupils who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- Considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensuring staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”.
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to.
 - A friend may make a report.
 - A member of staff may overhear a conversation.

- A child's behaviour might indicate that something is wrong.
- That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
- That they should speak to the DSL if they have any concerns.
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

A pupil who has raised concerns around sharing of nudes and semi-nudes ('sexting')

Indicators of risk may include: Pupils display inappropriate knowledge that would indicate exposure, pupils that have mobile phones become secretive around them, pupils talk about new 'friends' that they know

We will report to the DSL immediately if we are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video also known as 'sexting' or 'youth produced sexual imagery')

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care.

I will explain to the pupil that I need to report the incident and reassure them that they will receive support and help from the DSL.

I will **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if I have already viewed the imagery by accident, I must report this to the DSL).
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

I will record all of this information accurately on My Concern.

The DSL / DDSL will review the information.

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that manages safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s).

- If a referral needs to be made to the police and/or children's social care.
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images or videos from devices or online services – this is likely to be on advice from the police.
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs).
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They may hold interviews with the pupils involved (if appropriate and all pupils involved attend your school).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through a police community support officer, local neighbourhood police (0345123 3333), or through dialling 101 if deemed to be more urgent.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on My Concern.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and online safety curriculum. Teaching follows best practice in delivering safe and effective education

A pupil who is Missing from Education or is Absent from Education

We understand that pupils who go missing from education could be at increased vulnerability to abuse, exploitation and neglect. There are many circumstances where a child may become missing from education, but some children are particularly at risk.

Pupils being absent from education for prolonged periods and/or on repeat can act as a warning sign to a range of safeguarding issues.

Indicators of risk may include: Parents not following or responding to school's attendance contact procedures, no response from other contact details, periods of unexplained absence, change in behavior following absence

- Patterns of unauthorised absence, particularly in regard to:
 - Pupils from a Gypsy, Roma or Traveler family.
 - Pupils from Service Personnel families.
 - Pupils who arrive from new migrant families.
 - Pupils who are supervised by the youth justice system.
- Patterns of disengagement from parents / carers (not being able to get in touch, no responses to (home school diary / SeeSaw, phone calls)
- Any warning signs that a child may be travelling to conflict zones, be at risk of FGM or forced marriage.
- Any signs that a child may be suffering from harm or neglect, or these risks have been identified.

Actions we will consider are:

To make every effort to contact parents or other emergency contacts (these attempts are recorded as notes on the daily register on Arbor by admin staff and passed to the attendance lead at 12:00 if no contact has been made)

To contact the schools of known siblings

To make contact with social workers if allocated

To refer through Call Derbyshire or ChECS

A pupil who is persistently absent from education, including persistent absences for part of the school day.

The statutory guidance [Working Together to Improve School Attendance](#) sets out how we work with local authority children's services where school absence indicates safeguarding concerns.

Indicators of risk may include: Attendance lower than 90% with no medical issues, unexplained absence, patterns of absence i.e. certain days, persistently late, absence affecting education, absence affecting physical health, absence impacted by mental health.

Actions we will consider are:

To work with the parents to resolve any issues that may exist Supporting parents with behavior or social care support at home

To discuss formally at annual reviews and social care meetings, to set targets for attendance

To explore alternative provision options as individually appropriate

A pupil who may be a Young Carer

Indicators of risk may include: Increased absence from school, pupils appearing to be over tired, pupils discussing additional responsibilities.

Actions we will consider are: To discuss with the child, To contact parents (if relevant), To support family with any referrals for additional care needs

A pupil who may be at risk of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of risk may include:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

Actions we will consider are:

To support the child with understanding risks,

To work with parents to understand risks and support as necessary with actions,

To refer to relevant services

A pupil who may be at risk of serious violence

Indicators of risk may include:

- Increased absence from school.
- Change in friendships or relationships with older individuals or groups.
- Significant decline in performance.
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above).

We understand the following risk factors which increase the likelihood of involvement in serious violence include:

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

Actions we will consider are:

Recording any evidence including disclosure or physical evidence through My Concern,

Contact with social care or police as deemed appropriate

A pupil who may be at risk of CSE

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence

We know that CSE is form of child sexual abuse that may involve physical contact, including assault by penetration or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact 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 occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Indicators of risk may include:

- Unexplained gifts, money or new possessions.
- Associate with other children involved in exploitation.
- Suffer from changes in emotional well-being.
- Misuse alcohol and other drugs.
- Go missing from home or care for periods of time or regularly come home late.
- Regularly miss school or education or do not take part in education.
- Have older boyfriends or girlfriends.
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Actions we will consider are:

Ensure that all parties are aware of our concerns i.e. parents, social workers.

To work with the child through the So Safe programme to improve understanding of appropriate touch, 26

To develop strategies for saying 'no'.

To refer to social care or police where appropriate.

A pupil who may be susceptible to radicalisation into terrorism

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. We understand the national threat picture and the local risks that may impact on our pupils, their families and our school.

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- Negate or destroy the fundamental rights and freedoms of others; or
- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

Radicalisation can occur quickly or over an extended period.

Indicators of risk may include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong

Actions we will consider are:

To record through My Concern for safeguarding concerns or IRIS adapt for behavioural changes so as to build a chronology of concerns.

To discuss concerns through Esteem safeguard manager,

To refer to appropriate agencies

- consider the level of risk and decide which agency to make a referral to. This could include the Police or [Channel](#), the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

A pupil who has a family member in prison, or is affected by parental offending

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health

Indicators of risk may include: Unstable home life, staying with relatives, changes in behavior, deterioration in school performance, physical and/or mental health.

Actions we will consider are:

To ensure child is supported at home though social care referral,

To provide child with a safe space to communicate in school.

A pupil whose family circumstance may presenting challenges. This could be concerns around:

Parental drug and alcohol misuse

Indicators of risk may include: Clothes or bags may smell of cannabis, parental presentation at meetings, reports from taxi guides, Persistent lateness or absenteeism.

Actions we will consider are:

Making contact with parents,

Referring to social care or discussing in meetings if already allocated.

Adult mental health issues

Indicators of risk may include: Changes in pupil behavior, changes to pupil mental health, reports from taxi guides, erratic communication with parent, disengagement.

Actions we will consider are:

Ensure protecting factor in place for pupil,

To provide child with a safe space to communicate in school.

To refer for additional support if necessary

Domestic Abuse. We understand that children are also victims of Domestic Abuse.

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children.

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as 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, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Indicators of risk may include:

- DA notifications into the Safeguarding@ inbox (DSL only). We will not contact parents when we receive a notification; we will ensure we are available to support the child

Actions we will consider are:

To ensure child is supported at home through social care referral,

To provide child with a safe space to communicate in school.

To follow the guidelines set out at ddscp.org.uk/domestic-abuse and/or Operation encompass

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

Indicators of risk may include: Unstable home life, staying with relatives, changes in behavior, deterioration in school performance, physical and/or mental health.

Actions we will consider are:

To ensure child is supported at home through social care referral,

To provide child with a safe space to communicate in school.

A pupil who may be experiences mental ill health

Indicators of risk may include: Changes in behavior, change of mood, reports from parents.

Actions we will consider are:

To provide child with a safe space to communicate in school,

Referrals through FASST or LD CAMHS.

To work with class teams and families to devise a support plan.
To consider use of interim part time timetables or alternative provisions as appropriate

A pupil who is missing alcohol and other drugs themselves

Indicators of risk may include: Changes in behavior, presentation, tiredness, discloses use.

Actions we will consider are:

To engage with families to support,
To educate pupil as to the dangers,
To refer for additional support

A pupil who is Looked After, Previously Looked After or has returned home to their family from care

Indicators of risk may include: Attachment concerns, changes in behavior, deterioration in school performance, physical and/or mental health.

Actions we will consider are:

To ensure child is supported at home or placement through attendance at reviews from LAC teacher,
To provide child with a safe space to communicate in school.

A pupil who is a private fostering arrangement

Indicators of risk may include: Attachment concerns, changes in behavior, deterioration in school performance, physical and/or mental health.

Actions we will consider are:

To ensure child is supported at home or placement through support from pastoral lead,
To provide child with a safe space to communicate in school.

A pupil who is lesbian, gay, bi or gender questioning

The DfE expect to publish the revised guidance on gender questioning children this summer. If published, this section must signpost to this guidance.

The fact that a child or a young person may be LGB or gender questioning is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGB or gender questioning (whether they are or not) can be just as vulnerable as children who identify as LGB or gender questioning.

Indicators of risk may include:

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL

Actions we will consider are:

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as

complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

Ensure that LGBT inclusion is part of the statutory curriculum

A pupil who may be at risk online, including the use of mobile technology or a pupil who is putting others at risk online

Our approach to mobile phones

Staff (including volunteers, contractors and anyone else otherwise engaged by the school) are not permitted to make or receive calls, or send texts, during contact time with pupils. Use of personal mobile phones must be restricted to non-contact time, and to areas of the school where pupils are not present (such as the staff room).

Staff must not use their mobile phones to take photographs or recordings of pupils, their work, or anything else, which could identify a pupil. If it is necessary to take photos or recordings as part of a lesson/academy trip/activity, this must be carried out using school equipment.

Pupils are not allowed to bring a mobile phone to school, due to the vulnerability of their peers and the safeguarding consideration this would present.

However, if a pupil does bring a mobile phone to school, our expectation is that pupils hand in their mobile phone to a member of staff. These are then stored in a secured area within each of the class

For detailed information on our approach to online safety and mobiles phones refer to our school policies by clicking on the links below

[Online Safety Policy](#)

[Mobile Phone Policy.](#)

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this we:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors.

- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and f
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology, including Artificial Intelligence.
 - Keeping personal information private.
 - How to recognise unacceptable behaviour online.
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras.

- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#).
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems. This is then assessed [using plan technology for your school service](#), to self assess against the filtering and monitoring standards
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.
- This section summaries our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our [website](#).
- Staff (including volunteers, contractors and anyone else otherwise engaged by the school) are not permitted to make or receive calls, or send texts, during contact time with pupils. Use of personal mobile phones must be restricted to non-contact time, and to areas of the school where pupils are not present (such as the staff room).
- Staff must not use their mobile phones to take photographs or recordings of pupils, their work, or anything else, which could identify a pupil. If it is necessary to take photos or recordings as part of a lesson/academy trip/activity, this must be carried out using school equipment.
- Pupils are not allowed to bring a mobile phone to school, due to the vulnerability of their peers and the safeguarding consideration this would present.
- However, if a pupil does bring a mobile phone to school, our expectation is that pupils hand in their mobile phone to a member of staff. These are then stored in a secured area within each of the class

A pupil who may be at risk of Honor-Based Abuse

So-called 'honor-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honor of the family and/or community, including FGM ,forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All forms of HBA are abuse and will be handled and escalated as such.

Indicators of risk may include: Unusual parental opinions, Periods of absence from school, unwilling to join in activities such as swimming.

Actions we will consider are:

To seek guidance through <https://karmanirvana.org.uk>

Speak to the pupil about their concerns in a secure and private place – we understand the ‘1 chance rule’.

A pupil who may be at risk of FGM or we have discovered that FGM has taken place

Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

Indicators of risk may include:

- A pupil confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.
- A family/pupil already being known to social services in relation to other safeguarding issues.

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable.
- Finding it hard to sit still for long periods of time (where this was not a problem previously).
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Having frequent urinary, menstrual or stomach problems.
- Avoiding physical exercise or missing PE.
- Being repeatedly absent from school or absent for a prolonged period.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour.
- Being reluctant to undergo any medical examinations.
- Asking for help, but not being explicit about the problem.
- Talking about pain or discomfort between her legs.

Potential signs that a pupil may be at risk of FGM include:

- The girl’s family having a history of practicing FGM (this is the biggest risk factor to consider).
- FGM being known to be practiced in the girl’s community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.

A girl:

- Having a mother, older sibling or cousin who has undergone FGM.

- Having limited level of integration within UK society.
- Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”.
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period.
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion).
- Being unexpectedly absent from school.
- Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

Actions we will consider are:

Speak to the DSL immediately if we suspect a pupil is at risk of FGM or we suspect that FGM has been carried out and the DSL follow our local safeguarding procedures.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl’s physical or mental health or for purposes connected with labour or birth.

Will immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and complete a My Concern report and involve children’s social care as appropriate.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Concerns about a staff member, supply teacher, volunteer or contractor

Please refer to the Esteem Managing Allegations and Low-Level Concerns Policy

Complaints

Please refer to the Esteem Complaints Policy

Whistle Blowing

Please refer to the Esteem Whistleblowing Policy

National and Local Guidance / Services and Resources

Specific Safeguarding Concerns	National Guidance / Services / Resources	Local Guidance / Services / Resources
<p>A pupil whose behaviour towards other pupils causes a safeguarding concern or where we have received an allegation of abuse towards a pupil by a pupil. Child on Child Abuse</p>	<p>Keeping children safe in education - GOV.UK (www.gov.uk)</p> <p>What is online child-on-child abuse? Internet Matters</p> <p>Child on child abuse – Safeguarding Network</p>	<p>Link to school behavior policy</p> <p>Policies\Anti-Bullying-Policy v24.11.22.docx</p> <p>DDSCP Child on Child Abuse Strategy Final May 22.pdf (proceduresonline.com)</p>
<p>A pupil who has raised concerns around sharing of nudes and semi-nudes ('sexting')</p>	<p>Online Safety Resource Centre - London Grid for Learning (lgfl.net)</p> <p>Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)</p>	<p>Online Safety and Internet Abuse (proceduresonline.com)</p>
<p>A pupil who is Missing from Education</p>	<p>Children missing education - GOV.UK (www.gov.uk)</p> <p>Children who run away or go missing from home or care - GOV.UK (www.gov.uk)</p> <p>Missing Children and Adults strategy - GOV.UK (www.gov.uk)</p>	<p>Graded Care Profile (Link to your local tool kit)</p> <p>DDSCP Graded Care Profile Assessment Tool Template FINAL April 2020.pdf (proceduresonline.com)</p> <p>Children missing from education (derbyshire.gov.uk)</p>
<p>A pupil who is persistently absent from education, including persistent</p>	<p>Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)</p> <p>Attendance: persistent and severe absence thresholds and statistics The Key Leaders (thekeysupport.com)</p>	<p>Attendance management and exclusions (derbyshire.gov.uk)</p> <p>Policies\Attendance policy v30.11.22.docx</p>

absences for part of the school day.		
A pupil who may be a Young Carer	Young carers Barnardo's (barnardos.org.uk) Being a young carer: your rights - NHS (www.nhs.uk) Young carers Action For Children	Young carers (derbyshire.gov.uk)
A pupil who may be at risk of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines	County Lines Toolkit For Professionals The Children's Society (childrenssociety.org.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk) Children missing education - GOV.UK (www.gov.uk) Safeguarding children who may have been trafficked - GOV.UK (www.gov.uk) Care of unaccompanied migrant children and child victims of modern slavery - GOV.UK (www.gov.uk) Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk) Child exploitation disruption toolkit - GOV.UK (www.gov.uk) CSA Centre	cre_operational_workflow.pdf (proceduresonline.com) Children at Risk of Exploitation (CRE) (proceduresonline.com)
A pupil who may be at risk of serious violence	Serious Violence Strategy - GOV.UK (www.gov.uk) An analysis of indicators of serious violence: Findings from the Millennium Cohort Study and the Environmental Risk (E-Risk) Longitudinal Twin Study (publishing.service.gov.uk) Our approach to evidence - Youth Endowment Fund Tackling violence against women and girls strategy - GOV.UK (www.gov.uk) vice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)	Children who Present a Risk of Harm to Others (proceduresonline.com)
A pupil who may be at risk of CSE	Child sexual exploitation: definition and guide for practitioners - GOV.UK (www.gov.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk) Children missing education - GOV.UK (www.gov.uk) Preventing Child Sexual Exploitation The Children's Society	Working with Sexually Active Children and Young People Under the Age of 18 (proceduresonline.com)
A pupil who is at risk of being radicalised	Educate Against Hate NSPCC Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK (www.gov.uk) Prevent legislation, guidance and resources - The Education and Training Foundation (et-foundation.co.uk) Online Safety Resource Centre - London Grid for Learning (lgfl.net)	Safeguarding Children and Young people against Radicalisation and Violent Extremism (proceduresonline.com)

A pupil who has a family member in prison, or is affected by parental offending	NICCO	Managing Individuals who Pose a Risk of Harm to Children (proceduresonline.com)
parental drug and alcohol misuse	Parental substance misuse NSPCC Learning Safeguarding children affected by parental alcohol and drug use - GOV.UK (www.gov.uk) Parents with alcohol and drug problems: support resources - GOV.UK (www.gov.uk)	Home Derbyshire Recovery Partnership Space 4 U Action for Children
adult mental health issues	Parental mental health problems NSPCC Learning Parenting and mental health - Mind Parental mental illness for parents Royal College of Psychiatrists (rpsych.ac.uk)	Working with Parents/Carers Who Have Mental Health Needs (proceduresonline.com) We are Rethink Mental Illness Mental health and emotional wellbeing :: Derbyshire Healthcare NHS Foundation Trust (derbyshirehealthcareft.nhs.uk) Derby & Derbyshire - Emotional Health & Wellbeing (derbyandderbyshireemotionalhealthandwellbeing.uk) Derbyshire Mental Health Helpline - P3 (p3charity.org)
Domestic Abuse. We understand that children are also victims of Domestic Abuse.	How to Protect Children From Domestic Abuse NSPCC Refuge Home Safelives Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) Home : Operation Encompass	Domestic abuse - Derbyshire County Council Domestic abuse (saferderbyshire.gov.uk) Domestic Abuse (proceduresonline.com)
Homelessness	Homelessness (16/17 year olds) - childlawadvice.org.uk Homelessness Barnardo's (barnardos.org.uk) Homelessness and its impact on children - ACAMH	Derbyshire Homelessness Service - P3 (p3charity.org) Item 5 - App 1 Derbyshire Homelessness Strategy.pdf (ne-derbyshire.gov.uk)
A pupil who may be	Mental health and behaviour in schools - GOV.UK (www.gov.uk)	Mental Health Lead in School

experiences mental ill health	Children's mental health - Every Mind Matters - NHS (www.nhs.uk) Signs That a Child Is Suffering From Mental Health Issues NSPCC	Mental Health Lead in School CAMHS (camhsnorthderbyshire.nhs.uk)
A pupil who is misusing alcohol and other drugs themselves	From harm to hope: A 10-year drugs plan to cut crime and save lives - GOV.UK (www.gov.uk) Honest information about drugs FRANK (talktofrank.com) Drug and alcohol education (pshe-association.org.uk) DfE's guidance on searching, screening and confiscation	
A pupil who is Looked After, Previously Looked After or has returned home to their family from care	Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk) Looked after children NSPCC Learning Looked after children – Safeguarding Network	The Virtual School - Derbyshire County Council Support for children in our care - Derbyshire County Council
A pupil who is a private fostering arrangement	Children Act 1989: private fostering - GOV.UK (www.gov.uk) Private fostering - childlawadvice.org.uk	Private fostering (derbyshire.gov.uk) Private Fostering (ddscp.org.uk)
A pupil who is lesbian, gay, bi or trans	https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education Safeguarding LGBTQ+ children and young people NSPCC Learning Think your child might be trans or non-binary? - NHS (www.nhs.uk)	
A pupil who may be at risk online, including the use of mobile technology or a pupil who is putting others at risk online.	A guide to the Online Safety Bill - GOV.UK (www.gov.uk) Homepage - UK Safer Internet Centre Online safety - BBC Teach Staying safe online Childline What is Online Safety? SWGfL CEOP Safety Centre	Online Safety and Internet Abuse (proceduresonline.com) Our online safety policy
A pupil who may be at risk of Honor-Based Abuse	Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk Forced marriage - GOV.UK (www.gov.uk)	Honour Based Abuse and Violence (proceduresonline.com)

	The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)	
A pupil who may be at risk of FGM or we have discovered that FGM has taken place	Female genital mutilation - GOV.UK (www.gov.uk) Female genital mutilation: resource pack - GOV.UK (www.gov.uk)	Safeguarding Children at Risk of Abuse Through Female Genital Mutilation (FGM) (proceduresonline.com)