



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Noel-Baker Academy

Safeguarding and Child Protection Policy

Date of policy publication:	September 2020
Date of last review:	November 2020
Date of next review:	September 2021 (or sooner dependent upon updates)

Review frequency: Annually as a minimum

Approval: Trust Board /Academy AGB

For immediate concerns please refer to the red text on page 36

<u>Contents</u>	<u>Page</u>
Vision and Values	4
1. Introduction	5
<ul style="list-style-type: none"> • Policy aims • Context • Principles 	
2. Safeguarding Roles and Responsibilities of Academy Staff	9
<ul style="list-style-type: none"> • Roles and responsibilities of the Trust Board • Roles and responsibilities of the Directorate • Roles and responsibilities of the Trust DSLs • Roles and responsibilities of the Link Safeguarding Member (AGB) • Roles and responsibilities of the Headteacher • The Roles and responsibilities of the Designated Safeguarding Lead (DSL) • Roles and responsibilities of other Academy Staff • Named Noel-Baker Academy staff with specific safeguarding responsibilities • Other key local and national safeguarding contacts • Staff training review 	
3. Environment – children are safe and feel safe	22
<ul style="list-style-type: none"> • Safeguarding as part of the curriculum • Vulnerable children • Working with parents and carers 	
4. Taking Action on Concerns	26
<ul style="list-style-type: none"> • Derby and Derbyshire Safeguarding Children Partnership procedures • If you suspect a child is has emerging needs, complex/serous needs or there are child protection concerns • If information is disclosed to you • Role of the Designated Safeguarding Lead (DSL) following identification of needs or concerns • Notifying parents • Getting early help for the child • Referral to Children's Social Care • Action following referral • Confidentiality, sharing information and record keeping • Support for those involved in a safeguarding/child protection issue 	
5. Peer on Peer Abuse/Allegations of Abuse made against other Children	34
<ul style="list-style-type: none"> • What is peer on peer/child on child abuse? • Actions the academy will take • Action on concerns 	

6. Safer Recruitment and Selection of Staff	38
<ul style="list-style-type: none"> • 'Extended school' and off site arrangements • Academy visitors 	
7. What staff should do when they have concerns about another staff member (including volunteers)	39
<ul style="list-style-type: none"> • If you have concerns about a colleague • Initial actions following an allegation 	
<u>Appendices</u>	
1. Reporting Concerns and linked flow charts	42
2. Types of abuse and possible indicators	46
3. Concerns form	51
4. Categories for recording a concern on 'Myconcern'	54
5. Body Maps	56
6. Concern Form Regarding a Member of Staff	61
7. What is Domestic Abuse?	62
8. What is so called 'Honour Based Violence' (HBV), Female Genital Mutilation (FGM) and Forced Marriage?	64
9. What is Serious Violence?	69
10. Privately Fostered Children or Young People and flowchart	70
11. Radicalisation and Extremism	73
12. Criminal Child Exploitation; county lines	75
13. The Seven Golden Rules to Sharing Information	77
14. Role of Designated Safeguarding Lead (DSL) and CPO	79
15. Guidance and further information	82

Our Vision

Through outstanding leadership, we, at Noel-Baker Academy, L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

At Noel-Baker Academy, we believe passionately that our students are entitled to the same breadth and depth of provision as any student attending any of the best schools in the country. This is a vision shared with the LEAD Academy Trust, of which we are a part. We know that we are on a journey towards excellence and that with persistent effort, hard work and patience, amazing things can and will be achieved for and by our young people.

We are proud of our traditional and no-nonsense approach to uniform, teaching and behaviour. We expect our parents and our community to support us in the work that we do and on our journey towards making Noel-Baker Academy the best school it can be. As such, we demand respect from our students for their teachers, their peers and their community and in return we respect, encourage, nurture and push them to be the very best they can be.

We value the support and contribution made by parents, governors and the community. We know that parents and carers are vitally important to our children's success and we expect our parents to stay in contact and are involved with the school.

It is our policy to listen to our students, to not place any value judgement on their concerns or supersede their views with our own cultural or racial profiling that may prevent us from fully listening to what our students are saying. We will take our students' health and welfare seriously and to act with urgency to prevent harm and keep them safe.

Our Principles

To achieve our vision, we prioritise the four core principles for which our name stands:

Lead ~ *to show the way; to be first or foremost*

In every aspect of life, the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of students as leaders of their own learning.

Empower ~ *to give power to; to enable*

At Noel-Baker Academy, students are empowered to have high aspirations for their futures. We nurture and challenge students to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve ~ *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in Noel-Baker Academy. We also know that a strong command of English and mathematics is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive ~ *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment, which will prepare them for their futures with confidence and determination.

1. Introduction

Noel-Baker Academy recognises that we have an important role to play in multi-agency safeguarding arrangements. We are committed to safeguarding children and young people and expect everyone in our Academy to share this commitment.

This document outlines Noel-Baker Academy's Safeguarding and Child Protection Policy. It applies to all adults, including volunteers working in or on behalf of the setting.

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

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Protecting children from the risk of radicalisation, exploitation and other harms e.g. drugs, alcohol, gangs, neglect, sexual or criminal (county lines) exploitation;
- 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 academy, takes all welfare concerns seriously and encourages children and young people to talk to us about anything that worries them. We share 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;
- Creating a culture of vigilance where we always act in the best interests of the child;
- Identifying children who may be at risk of radicalisation, in need of extra help, or are suffering or likely to suffer significant harm, and taking the appropriate action, working with other services as needed.

We will ensure that parents and our partner agencies are aware of our Safeguarding and Child Protection Policy by ensuring that it is available in the reception area, and at parents' forum and ensuring that it is on the Academy's website. The Academy's website will also have information about how parents/children/other agencies can contact the Designated Safeguarding Lead (DSL) and their CPO and include their availability in school holidays.

Policy Aims

The aim of this policy is to outline how Noel-Baker Academy will:

- Promote a positive 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 as a minimum, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

Context

This policy enables Noel-Baker Academy 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).

Due to the context of our academy, our children may be at greater risk of

- Self-neglect and self-harm due to their mental health. This might manifest itself as antisocial or risky behaviour, eating disorders, alcohol or drug abuse, isolation, depression and suicidal thoughts.
- Relationship issues both at home and between peers including reports of friendship difficulties, bullying and sexual harassment.
- Child Sexual Exploitation/Grooming due to levels of vulnerability. (See Appendix 2 for signs of CSE/Grooming.)
- Being exposed to gangs due to criminal activity within the local area.
- Radicalisation including to right wing extremism.

In order to protect our students we have a pastoral programme which includes daily lessons and/or assemblies designed to ensure all students know how to keep themselves safe and how to protect themselves against these particular and other risks. This programme is reviewed half-termly to ensure timely response to emerging patterns and trends.

In order to educate our staff a rolling programme of safeguarding training is in place for the academic year 2020-21 to be delivered during inset at the beginning of the academic year, allocated staff briefing and twilight sessions.

Noel-Baker Academy is part of the Stopping Domestic Abuse Together initiative, cooperates fully with the Prevent Agenda, and is in the process of developing partnerships to support mental health.

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

- [Working Together to Safeguard Children](#) (2019)
- [The Children Act](#) (1989) and [Children Act](#) (1989)
- [Keeping Children Safe in Education](#) (Sept 2020)
- [Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2018)
- [Protection of Freedoms Act](#) (2012)
- **Disqualification Under the Childcare Act 2006 and supplementary guidance 2019**
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15_3_.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/736758/APPENDICES
- [Disqualification under the childcare act statguidance 2 .pdf](#)

- **Information Sharing**
- <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- [Data Protection Act](#) (2018)
- [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)
- [Sexual Offences Act](#) (2003) and [Serious Crime Act](#) (2015)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (2018)
- [Children Missing Education; statutory guidance for local authorities](#) (2016)
- [FGM Act 2003](#)
- [What to do if you're worried a child is being abused](#)
- [Handling cases of forced marriage](#)
- [Contextual Safeguarding](#)
- [Teaching online Safety in School](#) (2019)
- [Mental Health and Behaviour in Schools](#) (2018)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (2019)
- [Teaching Online Safety in Schools](#) (2019)
- [Serious Violence Strategy](#) (2018)
- [Promoting the education of looked-after and previously looked-after children](#)
- [Promoting the education of looked-after children and previously-looked after children; Statutory guidance for local authorities](#) (2018)
- [Designated teacher for looked-after and previously-looked-after children](#) (2018)
- **Government guidance for schools regarding COVID 19**
- <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

The policy is consistent with [Derby and Derbyshire Safeguarding Children Partnership web-based procedures](#), including all local criteria for action (thresholds document) and local protocol for assessment. These can be found via the academy website and is also located on the [Policy and Procedures](#) page of www.derbyscb.org.uk. Noel-Baker Academy will adhere to the Derby and Derbyshire Safeguarding Partnership's Children procedures.

Multi-agency Working

The local area safeguarding partners are Derby City Council, Derbyshire County Council, Derbyshire Constabulary, Derby and Derbyshire Clinical Commissioning group and Tameside and Glossop Clinical Commissioning group. The partners will agree on ways to coordinate their safeguarding services, acting as a strategic leadership group in supporting and engaging others and implementing local and national learning including from serious child safeguarding incidents.

Noel-Baker Academy will work in partnership with Derby and Derbyshire Safeguarding Children Partnership's agreed arrangements as published. Local schools and colleges are named as relevant agencies by the DDSCP and as such, we will be under a statutory duty to co-operate with the published arrangements.

The purpose of local arrangements is to support and enable organisations and agencies across Derby and Derbyshire to work together so that:

- children are safeguarded and their welfare promoted;
- partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children;
- organisations and agencies challenge appropriately and hold one another to account effectively;
- there is early identification and analysis of new safeguarding issues and emerging threats;
- learning is promoted and embedded in a way that local services can become more reflective and implement changes to practice identified as positive for children and families; information is shared effectively to facilitate more accurate and timely decision making for children and families.

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 academy policies, such as, but not exclusively:

- Health and safety policy (including Fire Safety)
- Behaviour policy (including the use of reasonable force, mobile phones)
- Anti-bullying policy (including cyber-bullying)
- SEN annual information report (regarding the increased vulnerability of children with special education needs (SEN) or disabilities)
- Equality Policy
- Supporting students with medical conditions
- First aid Policy
- Offsite Visits Policy (under review)
- E-Safety Policy (currently under review) (including online safety and other associated issues such as sexting/‘youth produced sexual imagery’ and appropriate filtering and monitoring.)
- Safer recruitment and selection Policy, including single central record
- Academy security
- Attendance Policy
- Children Missing in Education Policy
- L.E.A.D. Academy Trust HR Policies Handbook (including Staff Code of Conduct)
- Visitors/volunteers Policy
- SEND Policy
- Relationship and Sex Education Policy
- Mental Health Policy
- Complaints Policy

Principles

Safeguarding arrangements in Noel-Baker Academy are underpinned by two key principles:

- Everyone who comes in to contact with children and their families has a role to play in safeguarding children. All AGB members, staff, trainees and volunteers have a responsibility and role to identify concerns, share information appropriately and take prompt action. Staff

members will maintain an attitude of “it could happen here” where safeguarding is concerned.

- When concerned about the welfare of a child, staff will always act in the best interests of the child. The academy 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 individual’s children through ensuring there are systems in place for children to express their views and give feedback.

2. Safeguarding Roles and Responsibilities of Academy Staff

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

- Responsibility to provide a safe environment in which children can learn.
- Creating a culture of vigilance where we always act in the best interests of the child.
- Taking all welfare concerns seriously and encouraging children and young people to talk to us about anything that worries them.
- To identify children who may be in need of extra/early help, have complex or serious needs or who are suffering, or are likely to suffer significant harm. All staff then have a responsibility to take appropriate action, working with services as needed.

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 academy which support safeguarding and paper copies of key policies including the Safeguarding and Child Protection Policy, Behaviour Policy, and Staff Code of Conduct. Staff will be informed about the safeguarding response to children who go missing from education and the role and names of the designated safeguarding lead (DSL), the Child Protection Officer the safeguarding team and the name of the designated AGB member.

Expectations

We expect staff to have read and be aware of:

- Keeping Children Safe in Education (2020) [Part One]; and academy leaders and staff that work directly with children should also read Annex A
- Safer Working Practices (Safer Recruitment Consortium May 2020)
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- Behaviour Management Policy
- Online Safety Policy
- Policy for Children Missing Education
- GDPR and data protection requirements
- Requirements of information sharing
- Their local early help processes and their roles in relation to them.

All staff will:

- Receive a paper copy of, read and sign to say that they have read and understood [Keeping Children Safe in Education: for school and college staff \(part 1\)](#) (2019). Academy leaders, including AGB members, and all those who work directly with children will also read Annex A. Understanding will be checked with an online test after the first half term.
- Receive safeguarding training which is regularly updated, Prevent Duty training and online safety training, including sexting/‘youth produced sexual imagery’, 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, ebulletins and staff meetings to help provide them with an awareness of safeguarding issues that can put children at the risk of harm (including private fostering arrangements, drug taking, alcohol abuse, family members in prison, deliberately missing education, homelessness, sexting also known as ‘youth produced sexual imagery’, ‘honour based’ abuse/violence including FGM and forced marriage, sexual exploitation, serious violent crime, criminal exploitation, county lines, peer on peer abuse and radicalisation/extremism), ensuring they have the relevant skills and knowledge to safeguard children effectively.
- Not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.
- Be mindful that early information sharing is vital for the effective identification, assessment and allocation of appropriate service provision.
- Be aware of:
 - The Stopping Domestic Abuse Together initiative, a police-lead early domestic abuse notification to schools;
 - The safeguarding response to children who go missing from education;
 - The early help process for low level and emerging needs and understand their role in it.
- The process for making referral to Children’s Social Care and for statutory assessments that may follow this and the role they may play in such assessments.
- Do everything they can to support Social Workers including challenging where necessary.
- Know what to do if a child tells them about welfare concerns or that he/she is being abused or neglected and how to share information appropriately only involving those who need to be involved such as the designated safeguarding lead (or CPO) and social care.
- Know what to do if a child shares, produces or receives a sexual communication, including sexting /‘youth produced sexual imagery’.
- Be aware that children are capable of abusing their peers, that support is needed for victims and perpetrators and be clear about the Academy policy and procedures on peer on peer abuse. Staff have been trained so that they understand how to handle reports of sexual violence and harassment between children, on and outside Academy premises. (See Section 5 Peer on Peer Abuse).
- Know that children’s poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.
- Know that safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside the school or college and consider

the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, simply meaning that assessments of children will consider whether wider environment factors are present in the child's life that are a threat to their safety or welfare.

We will engender the principle that safeguarding is 'everyone's responsibility'.

All staff (including supply staff), and volunteers should raise any concerns they have about poor or unsafe practice and potential failures in the academy safeguarding regime. These concerns will be taken by the senior leadership team. Where a member of staff has reason to be concerned that the senior leadership team are not taking these concerns seriously whistleblowing channels are available such as the NSPCC advice Line (0800 028 0285).

Roles and Responsibilities of the Trust board

- The board will monitor the schools' compliance with statutory requirements and practice and champion child protection issues;
- Ensure that all safeguarding concerns are investigated and an immediate risk assessment undertaken to ensure the safeguarding of children and young people;
- Ensure that the effectiveness of this Safeguarding and Child Protection policy is annually reviewed and any statutory updates are implemented immediately. The policy along with Keeping Children Safe in Education September 2020 (KCSIE) is available on the Trust website;
- Have safeguarding as a set agenda item on all trust board agendas;
- Have a clear understanding of safeguarding across the trust through reports such as Myconcern (the trust's child protection database) and results of the school's annual safeguarding audits;
- Written recruitment and selection policies and procedures in place.

Roles and Responsibilities of the Directorate

- To produce information for the Trust board in relation to safeguarding in order to ensure that the board can demonstrate that it is discharging its safeguarding obligations appropriately.
- Have a clear understanding of safeguarding trends across the trust through analysis of reports such as Myconcern and results of the school's annual safeguarding audits and compliance forms.
- Ensure all schools carry out the annual audits.
- Carry out the Trust's Assurance Cycle in line with the outlined cycle and report to the board in committee meetings when required.
- Support school leaders to carry out their duties fully in relation to both the spirit and letter of statutory guidance for safeguarding.
- Challenge school leaders where safeguarding is not fully compliant with statutory guidance.
- Undergo appropriate safeguarding training at least yearly and take responsibility to maintain their knowledge and understanding of safeguarding issues.

Roles and Responsibilities of the Trust DSLs

- 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 Headteacher.
- Undergo training in line with Trust training schedule.
- Review safeguarding allegations which have triggered Trust DSL involvement.
- Ensure the Trust's assurance cycle is fully maintained.
- Meet termly to review the Trust's policy in line with practice.
- Meet monthly to review serious incidents, identify lessons learnt and good practice to be shared across the Trust.
- Arrange termly DSL network meetings through liaison with the Teaching School Alliance (TSA).
- Produce information for the Trust Board in relation to safeguarding in order to ensure that the board can demonstrate that it is discharging its safeguarding obligation effectively.

Roles and Responsibilities of AGB

The AGB has the responsibility to ensure that the Academy complies with safeguarding duties under legislation and will identify a senior board level lead to take leadership responsibility for the establishment's safeguarding arrangements. Safeguarding is a standing item at all governing body meetings.

The AGB will ensure that:

- The Academy contributes to inter-agency working in line with [Working Together to Safeguard Children](#) (2018) 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.
- They have awareness of local arrangements and a good understanding of the Academy role in the new Derby and Derbyshire Safeguarding Children Partnership arrangements.
- They understand the local Threshold document, which sets out the criteria for action child protection conference professional dissent policy, escalation policy and the local protocol for assessment.
- The importance of information sharing between professionals and local agencies is recognised as key in promoting the welfare and protecting the safety of children. Arrangements are in place that set out clearly the process and principles for sharing information within the Academy, with the Derby and Derbyshire Safeguarding Children Partnership and other agencies and practitioners as required.
- There is awareness and due regard to the obligations of the [Data Protection Act 2018](#) and [GDPR](#) to ensure that personal information is processed fairly and lawfully and kept safe and secure and where appropriate is shared to support the safeguarding of children and

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

- The Academy'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 Safeguarding Children Partnership (DDSCP). This includes co-operation between partner agencies and providing information 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 headteacher.
- There is an effective safeguarding/child protection policy which is consistent with [Derby and Derbyshire Safeguarding Children partnership procedures](#), including the local criteria for action (thresholds document) and local protocol for assessment, along with a school behaviour policy and staff behaviour policy (code of conduct). This will be provided to all staff on induction, will be updated annually as a minimum and available on the Academy website along with the contact details of the Designated Safeguarding Lead, their deputies and their availability, including during school holidays.
- The safeguarding/child protection policy includes procedures which minimise the risk of peer on peer/child on child abuse, how allegations will be investigated and dealt with and have clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported.
- All policies and procedures adopted by governing bodies, particularly concerning referrals of suspected abuse and neglect, are followed by all staff, including supply staff.
- All staff including supply staff, governors and volunteers adhere to their duties in [The Prevent Duty](#) (2015) to prevent radicalisation. Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.
- There is a whole school approach to domestic abuse and this includes active participation in the police led Stopping Domestic Abuse Together (SDAT) initiative.
- 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, explicit in the role holder's job description, 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 are 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 and Derbyshire Safeguarding Children Partnership guidance Training Pathways for Education Provider's. See DDSCP [Training Courses and Events](#) page.
- There is a whole Academy approach to online safety to address the 3 areas of risk; content, contact and conduct. This includes a policy on the use of mobile technology in the setting, appropriate filters and monitoring systems to ensure children are safeguarded from

potentially harmful and inappropriate material online, including terrorist and extremist material, as well as online safety training for staff. As technology in this area evolves and changes rapidly, online safety will be regularly reviewed.

- Ensure that children are taught about safeguarding, including on-line safety (this incorporates sexting/‘youth produced sexual imagery’ and terrorist/extremist material), 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, including supply staff, and volunteers and that such allegations are referred to the Local Authority Designated Officer (LADO)/Designed Officer at the local authority and that procedures are in place to make a referral to the Disclosure and Barring Service (DBS) when the criteria has been met. There are also procedures in place to handle allegations of abuse by children against other children also known as ‘peer on peer abuse’.
- There are systems in place for children to report any concerns, express their views and feedback. Staff will not agree confidentiality and will always act in the best interests of the child.
- A Designated Teacher with the appropriate training, relevant qualifications and experience will be appointed to promote the education achievement of children who are Looked After or previously Looked After. All staff will have the skills, knowledge and understanding to keep Looked After children and previously Looked After children safe.
- There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions and this is consistent with [DfE Children Missing Education guidance](#), [Derby City Council Children Missing Education Policy](#) and [Derby and Derbyshire Runaway or Missing from Home or Care Protocol](#).
- Where reasonably possible ensure that the Academy hold more than one emergency contact number for each pupil/student.
- Exclusions internal, fixed term and permanent meet requirements of DfE statutory guidance, including obligations under the Equality Act.
- Any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to their attention are addressed without delay.

The Role of the Link Safeguarding Member (AGB)

Support the work of the designated safeguarding L.E.A.D.

- Meet regularly with the designated safeguarding lead and any other relevant other staff.

- Report back to the Academy Governing Body (AGB) about his/her activities to inform them in order to facilitate scrutiny and impact of safeguarding; and ensure compliance with statutory duties.
- Ensure that safeguarding deficiencies are brought to the AGB and Governance and Compliance Manager.
- Check that the safeguarding and child protection policy is being followed in practice.
- Check that the training programme for staff reflects the needs of the academy and statutory regulations.
- Check that the AGB are kept aware of the safeguarding risks to young people in the academy.
- Check that records are kept securely and in one place.
- Check that there is appropriate monitoring and tracking in place for vulnerable students.
- Check that there are appropriate safeguards in place for students placed with Alternative Providers. ☐ Check that there is a consistent approach to safeguarding and child protection across the academy.
- Check that the curriculum for safeguarding reflects the risks for students in the area.
- Check that safer recruitment processes are in place.
- Check that the Single Central Record is compliant.

Roles and Responsibilities of the Headteacher

The Headteacher will ensure that:

- They have awareness of local arrangements and a good understanding of the Academy role in the new Derby and Derbyshire Safeguarding Children Partnership arrangements.
- The policies and procedures adopted by the AGB and the Trust are fully implemented and followed by all staff, including supply staff.
- DSLs are trained appropriately for their role and given time to ensure they carry out their role fully.
- People who pose a risk of harm are prevented from working with students by adhering to statutory responsibilities to check staff working with students, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers are appropriately supervised.
- Sufficient resources are allocated to enable the 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 students.
- All staff (including supply staff) and volunteers feel able to raise concerns about poor or unsafe practice with regard to students, and concerns are addressed sensitively and effectively in a timely manner.
- The safety and welfare of students is addressed through the wider curriculum. This includes building students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- 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 'Child Protection' plan goes missing.

- The academy fulfils the requirements of DfE Children Missing Education guidance, and [Derby City Council Children Missing Education policy](#), including those related to elective home educated children.
- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date.
- Ensure the Trust's Safeguarding Audit is returned promptly every year in the autumn term.
- Ensure the DSL reports to the AGB and Trust Board are up-to-date and accurate information in line with requirements.
- Ensure the DSL/Child Protection Officer puts formal cover in place when the DSL is away from site.
- Appoint a teacher responsible for looked after students, students leaving care and those recently adopted.

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

The Designated Safeguarding Lead (DSL) is a senior member of staff who co-ordinates the setting's safeguarding and child protection arrangements by providing advice and support to other staff on child welfare and child protection matters, ensures Stopping Domestic Abuse Together notifications are appropriately actioned, takes part in strategy discussions/ meetings and interagency meetings – and /or supports other staff to do so - and contributes to the assessment of children.

The Designated Safeguarding Lead (DSL) liaises with the local authority and works with other agencies in line with [Working Together to Safeguard Children](#) (2018). Where there are serious/complex needs or child protection concerns, this includes referrals to Children's Social Care, the Police and Channel. In exceptional circumstances, i.e. in an emergency or concern that appropriate action has not been taken, staff members can speak directly to Children's Social Care.

The Designated Safeguarding Lead (DSL) has an awareness of local arrangements and will have a good understanding of the Academy role in the new Derby and Derbyshire Safeguarding Children Partnership arrangements.

The establishment also has a Child Protection Officer and Pastoral Leads trained to DSL L3 to cover for when the Designated Safeguarding Lead (DSL) is not available; the lead responsibility however remains with the Designated Safeguarding Lead.

The Designated Safeguarding Lead and their deputies will also be involved in anything safeguarding related in the content of relationships education/relationships and sex education and health education. In addition, the Designated Safeguarding Lead will also work in partnership with the Designated Lead for Mental Health to ensure that there is an effective and consistent whole school approach for children who may be at risk of abuse or neglect and/or who may need support with their mental health.

See appendix 15 for further information about the Role of the Designated Safeguarding Lead (DSL) and CPO.

- The Designated Safeguarding Lead is responsible for safeguarding and child protection along with the headteacher.
- Support staff to see safeguarding in the wider context of a pupil's life, taking into account the family circumstance, the friendship groups and social context before making decisions about how to act to safeguard students.
- Manage referrals from school staff or any others from outside the school.
- Work with external agencies and professionals on matters of safety and safeguarding.
- Ensure they keep up with the latest advice and guidance relating to safeguarding and child protection.
- Take responsibility to raise awareness of safeguarding and child protection amongst the staff, parents and students.
- Ensure that child protection information is transferred to the pupil's new school should they move.
- Ensure all staff follow the academy's safeguarding and child protection policy fully.
- Ensure they act upon Myconcern referrals in a timely manner and always act in the best interests of the pupil.
- Ensure the clarity of decision-making in relation to child protection is transparent, the reasons for decisions are precise and recorded clearly in the paperwork.
- Help promote educational outcomes, the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with other staff. Ensure that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort. Support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Ensure the plans to support students with safeguarding issues are rigorous, monitored and clearly shared with all those who are identified to support the pupil.
- Display the academy's safeguarding chart throughout the academy identifying the safeguarding team.
- Complete and return the academy's Trust Safeguarding Audits to the deadlines.
- Ensure all the reports to the AGB and Trust Board are up-to-date and accurate information in line with requirements.
- Ensure all supply agency staff and volunteers are appropriately briefed according to the academy's safeguarding procedures.
- Provide information and support to parents / carers and students.
- Ensure all visitors on site are aware of the academy's safeguarding responsibility and procedure.
- Work alongside the headteacher to provide safeguarding training in a timely manner.
- Ensure formal cover is in place when they leave the academy site.

The Child Protection Officer or a member of the safeguarding team will always be available cover when the DSL is not available during school hours. During school holidays, the safeguarding email address is checked at least once per week. However, for emergencies, students are provided with the Childline contact number.

Roles and Responsibilities of Other School Staff

- It is everyone's responsibility to keep students safe and all staff are expected to take this responsibility seriously.

- Staff must abide by the school's policies to keep students safe.
- Any concerns must be discussed with the DSL and no staff member should keep information to themselves or decide they will not act because they use their own ideas of what is safe or unsafe. Academy policy must be followed.
- 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 - Myconcern) and forward this to the DSL, Child Protection Officer or the Pastoral Leads. All staff will work with the DSL and where appropriate support social workers to take decisions about individual students.
- All staff, including supply staff, volunteers and temporary staff must have an understanding of how the school safeguards and promotes the welfare of students, including the school Safeguarding and Child Protection Policy, their role and responsibilities in this (including in relation to early help processes) and how to report any concerns.
- All staff must ensure they are vigilant at all times and ensure any behaviours that may cause even a slight concern are taken seriously. This includes their concerns about fellow practitioners, visitors or volunteers.

Named Noel-Baker Academy staff with specific safeguarding responsibilities

- Name of Designated Safeguarding Lead:
Mrs K Richardson - krichardson@noelbakeracademy.co.uk
- Name of Child Protection Officers:
Mrs O Pett - opett@noelbakeracademy.co.uk
Miss R Flude – rflude@noelbakeracademy.co.uk

Other trained staff with safeguarding responsibilities:

Mrs S Leach - Assistant Head Teacher SEND
 Miss S Howard - Assistant Head Teacher Curriculum
 Mr M Tarrant - Business Manager
 Mr M Taylor - Assistant Head Teacher Behaviour and Attitudes
 Mr S Leach - Deputy Head Teacher
 Miss K Barron - Associate Assistant Head Teacher KS4
 Mrs C Groves - Associate Assistant Head Teacher KS3
 Mr Lumbar - Pastoral Lead Year 7
 Ms S Foulstone – Pastoral Lead Year 8
 Ms D Scott - Pastoral Lead Year 9
 Ms L Southern - Pastoral Lead Year 10 /11
 Miss M Sandhu - Behaviour Mentor

- Name of Designated AGB member: Ms C Fennemore
Contact details: cfennemore@noelbakeracademy.co.uk
- Name of Director of L.E.A.D. Academy Trust: Neil Spencelayh
Contact details: neil.spencelayh@leadacademytrust.co.uk

- Name of Designated Teacher for Looked After /previously looked after children:
Mrs S Leach
Contact details: sbrown@noelbakeracademy.co.uk
- Name of Education Welfare Officers: Miss Z Mills / Miss S Heath
Contact details: zmills@noelbakeracademy.co.uk or sheath@noelbakeracademy.co.uk
- Designated Leads for Mental Health & Wellbeing:
Miss C Sargent and Mrs H Macleod
- AGB member designated to Mental Health & Wellbeing:
Clare Fennemore

Other Key Local Safeguarding Contacts

- Children's Social Care
 - Children's Services Professional Consultation Line 07812 300329
 - First Contact Team 01332 641172
- Derby Childrens' Social Care Online Referral System for non-urgent referrals
Careline (out of hours service)
Members of the public- 01332 956606/Professionals – 01332 956607
- Locality Vulnerable Children Meeting (VCM) for not-urgent social care referrals and requests for targeted early help via multi-agency (MAT) via Locality Based Single Point of Access (SPOA)
Clerks:
 - Locality 2: Sinfin, Alvaston, Boulton, Chellaston, Osmaston and Allenton
 - Tel: 01332 641011
 - Email: vcm2@derby.gov.uk
- Local Authority Designated Officer (LADO) 01332 642376
- Derbyshire Police 999 for emergencies/101 for non-emergencies
- Channel/Prevent (radicalisation/extremism) Police Prevent Team on 101
- Female Genital Mutilation (FGM) mandatory reporting via Police on 101
- Academy Police link officer PC J Morton
- Public Health Nurse/other health contact E Condon
- Education Welfare/ Local Authority Children Missing Education Officer:
 - 01332 641448 or educationwelfare@derby.gov.uk
 - Children Missing Education, including online referral form (form 13) to CME Officer

- Notification of child on roll online form (form 15) o Notification of removal from roll online form (form 11)
 - Notification of removal from roll to Elective Home Education (EHE) online form (form 12)
 - Locality Multi-agency Team (MAT), Early Help Advisor and Education Welfare Officer.
- 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

Staff Training

All new staff will be given an Induction Pack on Safeguarding. Induction training will ensure that staff are able to recognise signs of child abuse and wider safeguarding issues and report any concerns immediately when they arise.

The L.E.A.D. Training Pathway for safeguarding will follow a core programme. Different levels of training are available for different roles in the school. The DSL and Child Protection Officer are trained to Level 3 as a minimum with the Derby Safeguarding Board.

DSL training covers:

- How to identify signs of abuse and when it is appropriate to make a referral;
- A working knowledge of how local TSP boards operate;
- The conduct of a child protection case conference and being able to attend and contribute to these effectively when required to do so;
- How to keep detailed, accurate, secure written records of referrals/concerns.
- Timelines for training:
- DSL training: refreshed every two years (statutory requirement).
- Whole school training: refreshed every year.

Noel-Baker Academy also sources specific safeguarding training through Derby Safeguarding Children's Board.

<http://www.derbyscb.org.uk/>

Noel-Baker Academy and members of the AGB should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners. Weekly safeguarding updates will be shared with key staff to ensure they are fully up-to-date at all times.

Review

Noel-Baker Academy will evaluate and demonstrate how well we fulfil our statutory responsibilities and exercise professional judgment in keeping students safe as outlined in the statutory framework for keeping students safe.

Noel-Baker Academy will use the L.E.A.D. Academy Trust safeguarding audits and other audits to ensure we are fully compliant. Noel-Baker Academy will write a safeguarding action plan linked to our evaluations. Our plan will clarify how we will address any areas for development within our practice, who will take the actions and a rigorous timeline for completion of the actions needed to improve our practice. The safeguarding audits will be completed by the DSL and Headteacher. They will look at the school's compliance with:

- School policy and practice
- Keeping Children Safe in Education 2020
- Working Together to Safeguard Children 2018
- Local arrangements

These audits will assist with the annual safeguarding review of our academy, which will be carried out by the directorate of the MAT.

3. Safe Environment – children are safe and feel safe

Noel-Baker Academy adopts an open and accepting attitude towards children as part of our responsibility for pastoral care. Students, parents and staff will be free to talk about any concerns and will see the setting as a safe place when there are difficulties. Students' worries and fears will be taken seriously and students encouraged to seek help from Academy staff.

Noel-Baker Academy will therefore ensure that:

- There is an ethos where students feel secure and are encouraged to talk and are listened to, taken seriously and responded to appropriately.
- Students are involved in the decision-making, which affects them.
- Students know that there are adults in the academy whom they can approach if they are worried or have difficulties and the setting has well developed listening systems.
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines i.e. Childline.
- Curriculum activities and opportunities are provided to equip students with the resilience and skills they need to stay safe from abuse and radicalisation.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and students/students that is understood and endorsed by all.
- There is an awareness that adverse childhood experiences (ACES)/trauma and other events may have an impact on children.
- Positive and safe behaviour is encouraged among students, staff are alert to changes in a student's behaviour, recognising that challenging behaviour, and mental health problems may be an indicator of abuse or neglect.
- Effective working relationships are established with parents and colleagues from partner agencies.
- There is awareness that there may be wider environmental factors present in a child's life that are a threat to their safety and welfare (contextual safeguarding). For example 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 private fostering arrangements, family members in prison, homelessness, domestic violence, 'honour based' abuse/violence, including female genital mutilation (FGM) and forced marriage, online safety, hate crime, radicalisation, serious violent crime, child exploitation, sexual and criminal exploitation (county lines), also known as child at risk of exploitation (CRE) and peer on peer/child on child abuse such as sexual violence and harassment.
- There is a recognition that students who do not attend regularly or go missing from education are particularly vulnerable and at increased risk of neglect and abuse.
- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.
- Safer recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with children. ☒ Volunteers and visitors are appropriately supervised.

- The environment is safe and secure; this includes ensuring that all visitors to the setting are suitable and checked and monitored as appropriate. See [DDSCP Access to Schools by Staff from Other Agencies Briefing Note](#).
- Where the school has invited external agencies in ie. to support delivery of subjects such as online safety, relationships/relationships and sex education and health education, there will be an agreement made in advance of the session on how a safeguarding report should be dealt with by the external visitor.
- Any groups using academy premises for the provision of services to children have their own safeguarding policies, or adopt the academy policy, and have satisfactorily completed all appropriate checks.
- All visiting speakers present materials appropriate to the age and maturity level of students, that do not insult or promote intolerance of other faiths or groups, adhere to the academy's equality policy and are not permitted to incite hatred, violence, call for the breaking of the law or promote any acts of terrorism or extremism.

Safeguarding as part of the Curriculum

We ensure that our students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Our learners are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the academy and how to make a complaint. This means that they are able to recognise when they are at risk and are able to get help when they need it.

Relationships and Sex Education and Health Education are compulsory from September 2020.

The following areas are addressed within PSHE and in the wider curriculum:

- Relationship and Sex Education
- Bullying, including cyber-bullying
- Drug, tobacco and alcohol use/abuse, including 'new psychoactive substances/NPS'
- Online/e safety, including sexting/'youth produced sexual imagery'
- Road, fire and water safety
- Physical health and mental well-being, including prevention ie. fitness, healthy eating and sleep, basic first aid and changing adolescent body
- Emotional well-being and mental health
- Relationships, including families, caring/respectful friendships, respectful, healthy offline/online and intimate relationships, being safe and the law
- Inter-personal relationships and domestic abuse
- Child exploitation, including child sexual exploitation and child criminal exploitation (county lines CCE), also known as child at risk of exploitation (CRE).
- So called 'honour based' abuse/violence and forced marriage
- Female genital mutilation (FGM)
- Hate crime, radicalisation and extremism

Vulnerable Children

We also have members of staff trained as a 'Mental Health First Aiders' (Ms C Sargent and Mr B Gibson). We recognise that some pupils 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.

Some children can be potentially at greater risk of harm, in particular children who need a social worker (Child in Need and Child Protection Plans)

Some children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Our LA will inform us when a child has a social worker, and the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine.

Where children need a social worker, this will help us make informed decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

To ensure that all of our students receive equal protection, we will give special consideration and attention to students 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 our New Communities
- Living away from home, including private fostering arrangements
- Vulnerable to being bullied, or engaging in bullying
- Going missing from Academy, particularly on repeat occasions
- Are at risk of homelessness or living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, gender or sexuality
- At risk of developing mental health problems, sexual exploitation, criminal exploitation (county lines), hate crime, serious violent crime, radicalisation or so-called honour based abuse/violence including forced marriage and female genital mutilation (FGM)
- Young carers
- Looked after Children and previously looked after children
- Not speaking or not having English as a first language
- Children in the court system
- Children with family members in prison.

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

Mental Health

At Noel-Baker Academy, we take our responsibility for supporting and promoting the mental health and wellbeing of our pupils very seriously. We recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

At Noel-Baker Academy we have access to a range of advice to help us identify children in need of extra mental health support, this includes adhering to government guidance and working with external agencies such as:

- Mental Health and Behaviour in Schools Guidance
- Public Health England resources
- Rise Above for links to all materials and lesson plans.

Multi-agency working

We recognise that we have a pivotal role to play in multi-agency safeguarding arrangements and will ensure that we contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group within the local authority; and the chief officer of police within the local authority area) have published arrangements to allow us to work together with appropriate relevant agencies to safeguard and promote the welfare of our children, including identifying and responding to their needs.

All senior leaders and DSL are aware of and follow the local arrangements.

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 students.

Noel-Baker Academy 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 exploitation (sexual and criminal), known as child at risk of exploitation (CRE), mental health and online safety, including sexting/'youth produced sexual imagery' and terrorist/extremist material. We will also outline the support available to keep children safe within the Academy, locally and nationally.
- Up to date and accurate information is kept about students, ie.
 - names and contact persons with whom the child normally lives; those with parental responsibility; where reasonably possible hold more than one emergency

contact number; if different from the above those authorised to collect the child from the setting; name and contact details of GP;

- any relevant court orders or any other factors which may impact on the safety and welfare of the child.
- Information about students given to us by children themselves, their parents or carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis in order to support the child.
- Parents and carers are informed that the academy is part of the Stopping Domestic Abuse Together initiative
- It is made clear to parents and carers that the academy 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 academy, or partner agencies. These will be kept securely, kept apart from the main student record and only accessible to key members of staff. Copies of these records will be securely sent to any education provider to which the child transfers.
- Where we have reason to be concerned about the welfare of a student 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.

4. Taking Action on Concerns

The Serious Crime Act 2015 sets out a mandatory duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 19. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

The designated safeguarding lead will liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children' and NPCC(National Police Chiefs' Council)- 'When to call the police'. When there is an emergency take the action necessary to help the child, for example, call 999. Report the concern to the DSL or the deputy as soon as you can and by the end of the day at the latest.

Key points to remember for taking action are:

- 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.
- Report your concern to the Designated Safeguarding Lead (DSL) or the Child Protection Officer as soon as you can and by the end of the day at the latest. (see appendix 1)
- If the Designated Safeguarding Lead (DSL) or the CPO is not around, ensure the information is shared with the most senior person in the Academy 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.

- If the concerns are about sexting/‘youth produced sexual imagery’ do not view, copy, print or share the images. Any relevant devices should be confiscated.
- 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. At the latest, this should be on the same day and before the child is due to leave the school premises (see Appendix 3: Concerns Form).
- Seek support for yourself if you are distressed.

Note: All Stopping Domestic Abuse Together notifications will be treated as any other safeguarding concern.

All staff should follow the Derby and Derbyshire Partnership’s Safeguarding Children Procedures.

These can be found via the link on the school website and are also located on the [Policies and Procedures](#) page of www.dscp.org.uk. The Derby and Derbyshire [Thresholds document](#) will support the Designated Safeguarding Lead (DSL), their CPO and staff in their decision making about the child’s needs and the appropriate assessment and interventions.

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

Note: The KCSIE actions where there are concerns about a child flowchart is included in appendix 1, along with the L.E.A.D Trust safeguarding flowchart outlining the steps staff need to take when they identify a concern, what the Designated Safeguarding Lead and their CPO will do, including referrals outside of the school i.e. to Children’s Social Care or the Local Authority Designated Officer (LADO).

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

Information about abuse and neglect can be found in Appendix 2. Please see Section 5 for further guidance on Peer on Peer abuse, Appendix 10 for additional information about domestic honour based abuse/violence (HPV) including female genital mutilation (FGM) and forced marriage. Appendix 11 for additional information about female genital mutilation (FGM) and forced marriage, Appendix 12 for more information on Serious Violence, Appendix 13 for information about private fostering, Appendix 14 for information about Radicalisation and Extremism and Appendix 15 Child Criminal Exploitation including county lines.

There will be occasions when you suspect that a child may be at risk, but you have no ‘real’ evidence, or that the child may need support with their mental health. The child’s behaviour and or appearance may have changed, their attendance at academy 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 all right or if you can help in any way.

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

If information is disclosed to you

It takes a lot of courage for a child, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

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 (TED questions tell me, explain, describe) i.e. 'can you tell me what happened?' rather than 'did x hit you?'
- Remain calm and do not 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).
- Log all the information onto Myconcern as soon as possible. Seek support if you feel distressed.

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

Staff must always immediately inform the Designated Safeguarding Lead (DSL) or the Child Protection Officer if there is:

- Any suspicion that a student is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviour which give rise to suspicions that a student may have suffered harm.
- Any concerns that a student may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a student is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a student's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child / young person.
- Any concerns regarding person(s) who may pose a risk to children e.g. living in a household with children present.
- Any concerns about sexting or 'youth produced sexual imagery' and/or where any adult appears to be sexually communicating (e.g. email, text, written note or verbally) with a child; see [DDSCP Briefing Note Offence of Sexual Communication with a Child](#).
- Any concerns about peer on peer abuse; this should never be tolerated and passed off as banter, having a laugh, boys being boys or part of growing up (see Section 5).
- Information which indicates that the student is living with someone who does not have parental responsibility for them (this known as private fostering). See Appendix 8.
- Any concerns that a student is at risk of domestic abuse, honour based abuse/violence, including forced marriage or female genital mutilation (FGM). See Appendix 7.
- Any concerns that a student is at risk of radicalisation. See Appendix 9.
- Any concerns about child sexual exploitation (see Appendix 2) or criminal exploitation including county lines (see Appendix 10).
- Any concerns that a child or their parent/carer may be a victim of modern slavery (trafficked).

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

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.
- Where appropriate use relevant national, [local](#) and education based assessment tools and guidance to support the identification of needs and decision making. For example: o Academy based records, assessments and chronologies, including any contextual factors
 - [DDSCP Threshold document](#) and [safeguarding children procedures](#)
 - [Sexting in schools and colleges: responding to incidents and safeguarding young people \(UKCCIS\)](#)
 - [DfE Sexual violence and sexual harassment between child in schools and colleges \(2018\)](#)

- [Brook Traffic Light Tool](#) to support the identification of healthy and harmful sexual behaviour in children and young people
 - DDSCPs [Child Exploitation \(CRE\) Toolkit](#) ○ DDSCP [Graded Care Profile for Neglect \(GCP\)](#) [Domestic Violence Risk Identification Matrix \(DVRIM\)](#)
 - [Safelives DASH Risk Identification Checklist](#) for when domestic abuse, 'honour'-based violence and/or stalking are disclosed
 - Body Maps – see Appendix 5
 - Contextual safeguarding tools
- Check whether the child is currently subject to a Child Protection Plan, or has previously been subject to a plan, is Looked After, has 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 about the action to take, including that a child protection referral should be made, seek advice from Children's Social Care or another appropriate agency.
 - If the concerns are about radicalisation or violent extremism, make a referral to Channel via the Police Prevent Team.
 - Where the child has complex needs or where there are child protection concerns, refer as appropriate to Children's Social Care or locality based vulnerable children's meeting (VCM).
 - If a child is at risk of immediate harm, and/or where it is believed a criminal offence has been committed, refer to the Police.

Notifying parents

The academy will normally seek to discuss any needs or concerns about a student with their parents or carers. This must be handled sensitively. Where an Early Help Assessment would benefit the student and their family the most appropriate member of staff should approach the parent/carer to take this forward. In situations where there are serious/complex needs or child protection concerns, the Designated Safeguarding Lead (DSL) will make contact with the parent or carer. However, if the setting believes that notifying parents could increase the risk to the student or exacerbate the problem, then advice will first be sought from Children's Social Care.

Getting early help for the child

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

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

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

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

Extra Support (Universal)

Where the academy and another service i.e. Derby Early Help offer to schools, may be able to meet the needs, take swift action and prevent needs escalating, the Early Help Assessment (EHA) preassessment will be completed to identify and document the needs. This process may identify that an Early Help Assessment may be needed and the action to be taken.

Emerging needs

Where the student or parent are likely to require co-ordinated support from a range of early help services, or where there are concerns for a student's well-being or a student's needs are not clear, not known or not being met, staff should discuss the use of the Early Help Assessment with the student 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 student's needs. The Designated Safeguarding Lead (DSL) or CPO will generally lead on liaising with other agencies, setting up the inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as lead professional.

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

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

Referral to Children's Social Care

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

Anybody can make the referral

Where it is believed that there are urgent child protection concerns, the Designated Safeguarding Lead (DSL) or deputy will make a referral to Children's Social Care by phone and follow this up in 'writing' via the Derby Children's Social Care Online Referral System. Non-urgent cases should be referred via the Derby Children's Social Care Online Referral System or via submission of an Early

Help Assessment or equivalent assessment to the weekly Vulnerable Child meeting (VCM) in the relevant locality.

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

If the referral is about a 'known' case of female genital mutilation (FGM), in addition to a referral to Social Care, the individual teacher also has a mandatory reporting duty; see Mandatory Reporting of Female Genital Mutilation; procedural information (2015). 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 (GM) has been carried out on her, or where physical signs appear to show that an act of female genital mutilation (FGM) was carried out, must be reported to the Police on 101. This is a personal responsibility in addition to the referral to Children's Social Care and the professional who identifies female genital mutilation (FGM) and/or receives the disclosure should make the report by the close of the next working day.

Action following referral

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

- Where a referral was made by phone, follow up the referral in writing using the [online referral system](#) within 48 hours and attaching any existing assessment i.e. Early Help Assessment.
- Children's Social Care should make a decision within one working day of the referral being made about what course of action they are taking and let the academy know the outcome. If the information is not forthcoming, the Designated Safeguarding Lead (DSL) or another appropriate member of staff should follow this up.
- Maintain contact with the allocated Social Worker and support them or other agencies following any referral.
- Contribute to any strategy discussion or meetings.
- Support any Section 47 enquiries or statutory assessments that are carried out.
- Provide a report for, attend and contribute to any initial and review Child Protection Conference.
- Share the content of this report with the parent and if appropriate the child, prior to the meeting.
- Attend core group meetings for any child subject to a Child Protection plan or Child in Need meeting for any child subject to a Child in Need plan.
- Where a child on a Child Protection plan, Child in Need plan or who is Looked After moves from the academy or goes missing, immediately inform the key worker in Social Care.
- If after the referral the child's situation does not appear to be improving the Designated Safeguarding Lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and the child's situation improves. See [Derby and Derbyshire Escalation policy](#).

Confidentiality and sharing information

The Academy will operate with regard to [HM Government Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2018) and [Guidance for Practitioners](#) (2019)

All staff will be mindful of the seven golden rules to sharing information (see Appendix 11) and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). They should be clearly aware that the Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe.

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

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

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

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

The academy's policy on confidentiality and information-sharing is within the Data Protection Policy and is available to parents and children on request.

Record keeping

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

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 student's education file and the file 'tagged' to indicate that separate information is held.

Copies of these records will be securely sent along with the [DDSCP Derby Education Providers Transfer summary sheet](#) within a maximum of 7 days (from the time that the school or setting is known) to any school/setting to which the child transfers and a confirmation of receipt obtained. The Designated Safeguarding Lead (DSL) will also consider if it would be appropriate to share any information with the new education provider in advance of the child leaving.

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

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 student 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 student, a separate link person will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from a student 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/Child on Child abuse/Allegations of abuse made against other children

The academy recognises that students may abuse their peers physically, sexually and emotionally; abuse is abuse and this will not be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up'. The setting 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 students who abuse others and any other student affected by peer on peer abuse are also likely to have considerable welfare and safeguarding issues themselves.

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. This is most likely to include but is not limited to:
 - Bullying (including cyberbullying);
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
 - Sexual violence such as rape, assault by penetration and sexual assault;
 - Sexual harassment, which may be standalone or part of a broader pattern of abuse;

- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is a criminal offence. Anyone of any gender can be a victim;
 - Sexting, also known as youth produced sexual imagery;
 - Initiating/hazing type violence and rituals; and
- 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
 - There is recognition of the gendered nature of peer on peer abuse; it is more likely that girls will be victims and boys perpetrators. However both girls and boys can experience peer on peer abuse but they are likely to experience it differently i.e. girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group).
 - It is influenced by the nature of the environments in which children/young people spend their time - home, Academy, 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, could 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.

Actions the academy will take

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

- Behaviour Policy
- Anti-bullying Policy
- E-Safety Policy
- Children Missing in Education Policy

The academy 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 students 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 concerns

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. Reports of sexual violence and harassment are likely to be complex and require difficult professional decisions to be made. In all cases, the member of staff should take the concerns seriously and reassure the student that they will be supported and kept safe. Staff must follow Section 4. Taking Action on Concerns and discuss the concerns and seek advice from the Designated Safeguarding Lead (DSL).

When an allegation is made by a student against another 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.

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? Is the incident a one off or a sustained pattern of abuse? Were other children and /or adults involved? Has a crime been committed?
- 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 ages of the children? Does the victim or perpetrator have a disability or learning difficulty? Are there any differentials in power or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child victim or alleged perpetrator themselves and others i.e. other children in academy, adult students, academy staff, in the child's household, extended family, peer group or wider social network?
- What are the wishes of victims in terms of how they want to proceed?

Immediate consideration should be given to how best to support and protect the victim and alleged perpetrator and any other students involved/impacted. This may include consideration of the alleged perpetrator being removed from any classes they share with the victim, ensuring there is a reasonable distance apart on academy premises and on transport to and from the setting.

All decisions will be made in the best interests of the child and on a case-by-case basis with the Designated Safeguarding Lead (DSL) taking a leading role and using their professional judgement, supported by other agencies, such as Children's Social care and the Police as required. The

Designated Safeguarding Lead will refer to relevant assessment tools and guidance as appropriate such as:

- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#)
- [Sexting in Schools and Colleges: Responding to incidents and safeguarding young people](#) ⁷
- [Brook Traffic Light Tool](#)
- [DSCBs' Thresholds Document](#)
- [DSCBs Safeguarding Children Procedures](#), in particular Children who present a risk of harm to others and Online Safety and Internet Abuse

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

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and if appropriate adult students and staff) at the academy, especially any actions that are needed to protect them.

All reports of peer on peer abuse (including sexual harassment and/or sexual violence) will be recorded in the student's safeguarding/child protection file. This will include all decision-making, risk and needs assessment and plans must be recorded in writing as outlined in Section 4.

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

All risk and needs assessment and action plans whether internal or multi-agency will be reviewed and updated on a regular basis.

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

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

6. Safer Recruitment and Selection of Staff

The academy has adopted robust recruitment and selection procedures that minimise the risk of employing people who might abuse students, 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 establishment, 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 objective and factual information about applicants. For example obtaining two professional references, ideally from two different employers, using the Noel-Baker Academy proforma, 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 include safeguarding and right to work in England checks.

Everyone who works in the Academy, including volunteers and governors will have appropriate [Disclosure and Barring \(DBS\) and teacher status checks. All the Academy's Governors will have enhanced DBS and section 128 checks.](#) *(Please note: [Disqualification by association checks](#) under the [2018 Regulations](#), no longer require schools to establish whether a member of staff providing, or employed to work in, childcare is disqualified by association. However, the relationships and associations that staff have in school and outside (including online) may have an implication for the safeguarding of children in school. Where this is the case, the member of staff must inform the Headteacher.)* The setting will ensure volunteers are appropriately supervised as outlined in [statutory guidance](#) on supervising the activities of workers and volunteers with children. In addition risk assessments will be undertaken and professional judgment/experience used when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaged in regulated activity. The details of the risk assessment will be recorded.

'Extended school' and off site arrangements

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

Visitors to the academy

The premises provide a safe learning environment with secure access. This process includes ensuring all visitors are suitable and are checked and monitored as appropriate. See Academy Visitors Policy (currently under review) and [DDSCP Access to Schools by Staff from Other Agencies Briefing Note](#).

7. What staff should do when they have concerns about another staff member (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/colleges 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 setting 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 do not 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, including supply staff. If an allegation or concern is raised regarding an adult who is Ofsted registered as part of their role ie. childminders. The Academy's allegations procedures will be followed and if necessary Ofsted will also be informed.

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 student 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 they would pose a risk of harm if they work regularly or closely with children.

Noel-Baker Academy will always comply with the DSCBs 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 student 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 student is paramount. All concerns of poor practice or concerns about a student's welfare brought about by the behaviour of colleagues should be reported.

If you have concerns about a supply member of staff

Supply teachers are not directly employed by our academy but are under the supervision, direction and control of the academy. These members of staff are generally provided by an employment agency or business. Although we are not the employer, we will ensure any allegations are dealt with properly and in line with our managing allegations against staff procedures. In regards to an allegation, we will always seek out the facts and liaise with the local authority designated officer (LADO) and our LEAD Academy Trust Director of School to determine a suitable outcome. We will

also ensure we discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst we carry out our investigation.

We will always expect the supply agency to be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. We understand that we will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Initial actions following an allegation

The person who has received an allegation or witnessed an event will immediately inform the Headteacher (or the Trust DSLs if the allegation is against the 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 6).

The Headteacher where appropriate will take steps to secure the immediate safety of pupils and any urgent medical needs.

The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of pupils.

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 Pupil's Social Care and/or Police.

The Headteacher or Trust DSLs 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 8. The discussion will consider the nature, content and context of the allegation and agree a course of action. The Headteacher will inform the Trust DSLs 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 from HR department.

The school has a legal duty to refer to the DBS anyone who has harmed or poses a risk of harm, to a child.

A case will be referred to DBS at the point the school has sufficient information to do so, this would usually be

- ***once an investigation has been completed or***
- ***when the outcome of any subsequent hearing is confirmed.***

Should the employee resign before the internal processes are concluded, a referral will still be necessary.

If it is felt that there is sufficient information to make a referral to the DBS prior to the exhaustion of the Trust's internal processes, academies will need to seek advice from their HR adviser or business partner in the first instance.

DBS helpline - 03000 200 190

Appendix 1: Reporting Concerns

When adults in the school have a concern about a child or young person, they should:

For students at risk of immediate danger or at risk of harm

- Promptly complete a Myconcern referral online. Where you do not have access to Myconcern then complete form in writing. No concern is too small.
- Child Protection Forms for written concerns can be found in the PSO office/in the kitchen office and in the Engie office.
- If you are using 'Myconcern' The DSL, CPO and Pastoral Lead should be informed that a concern has been raised. (If you use a written form this should be handed to the DSL in person. The DSL will receive it electronically but you will still need to follow this up with the DSL/CPO/Pastoral Lead),
- A body map can also be used when using 'Myconcern'. It will need to be scanned in by the DSL.
- If it is a FGM referral, staff must personally report to the police where they discover **an act of FGM has taken place**. A written Child Protection form or 'Myconcern' referral should also be completed. The case would then be discussed with the DSL and Children's Social Care. **This does not apply in relation to 'at risk' or suspected cases**. For these cases continue with a Child Protection Form.

For cases where there is a general concern

- For cases where there is no major risk to the child but the member of staff still has concerns, such as, never eats breakfast. The member of staff should record their concerns using 'Myconcern'. For staff without access to 'Myconcern' they should use the written form.

At Noel-Baker we recognise the possibility that adults working in the school may harm children.

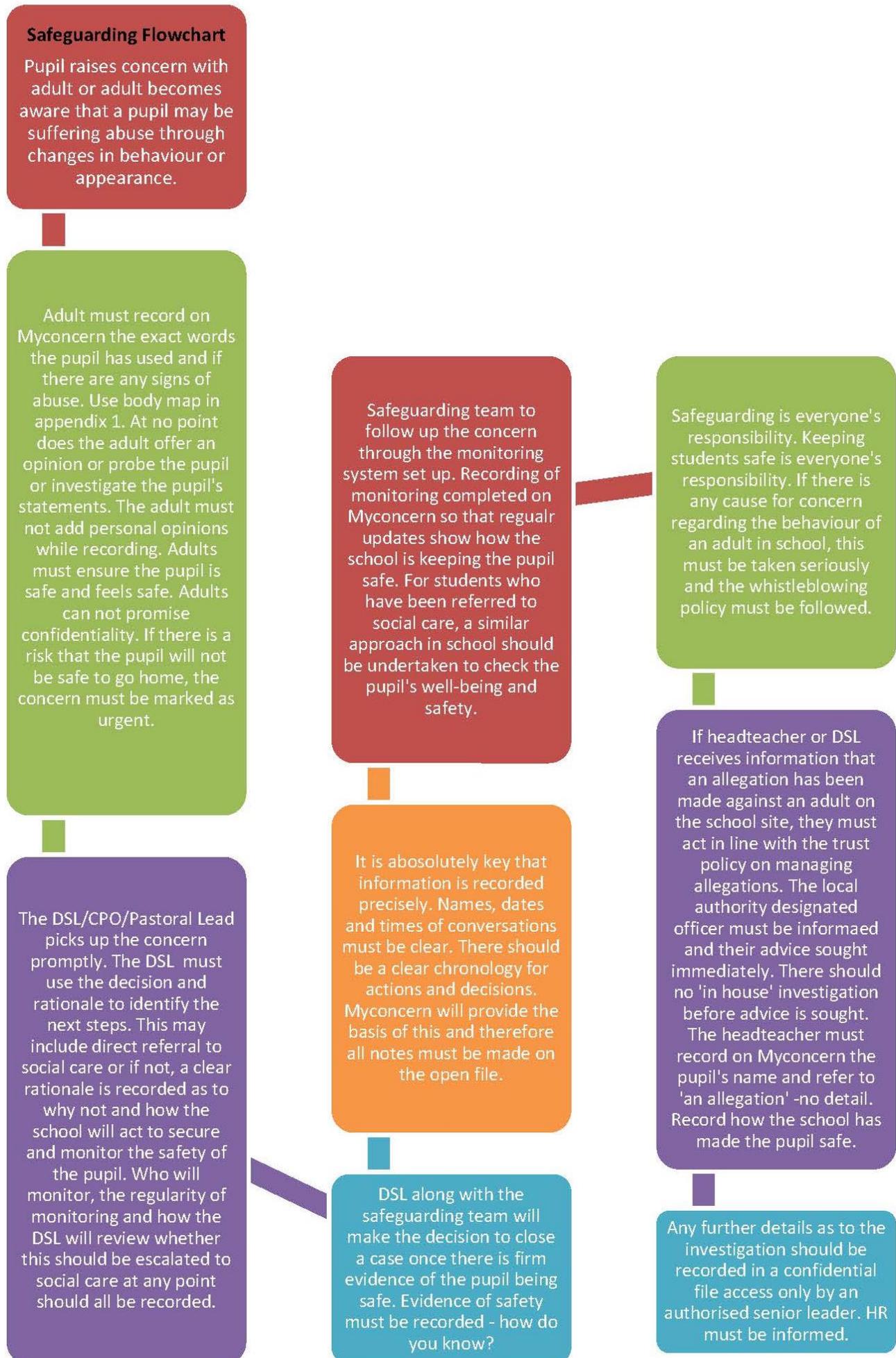
When adults in the school have a concern about a member of staff they should:

- Promptly complete a Concern Form regarding a member of staff. This needs to be placed in an envelope and passed to the Headteacher
- Blank Concern forms regarding a member of staff can be found with the Headteacher's PA or an electronic version is available in the SAFEGUARDING 2020/21 folder in staff doc share.

If the concern is about the headteacher then the Concern Form should go to the Director of the L.E.A.D. Academy Trust.

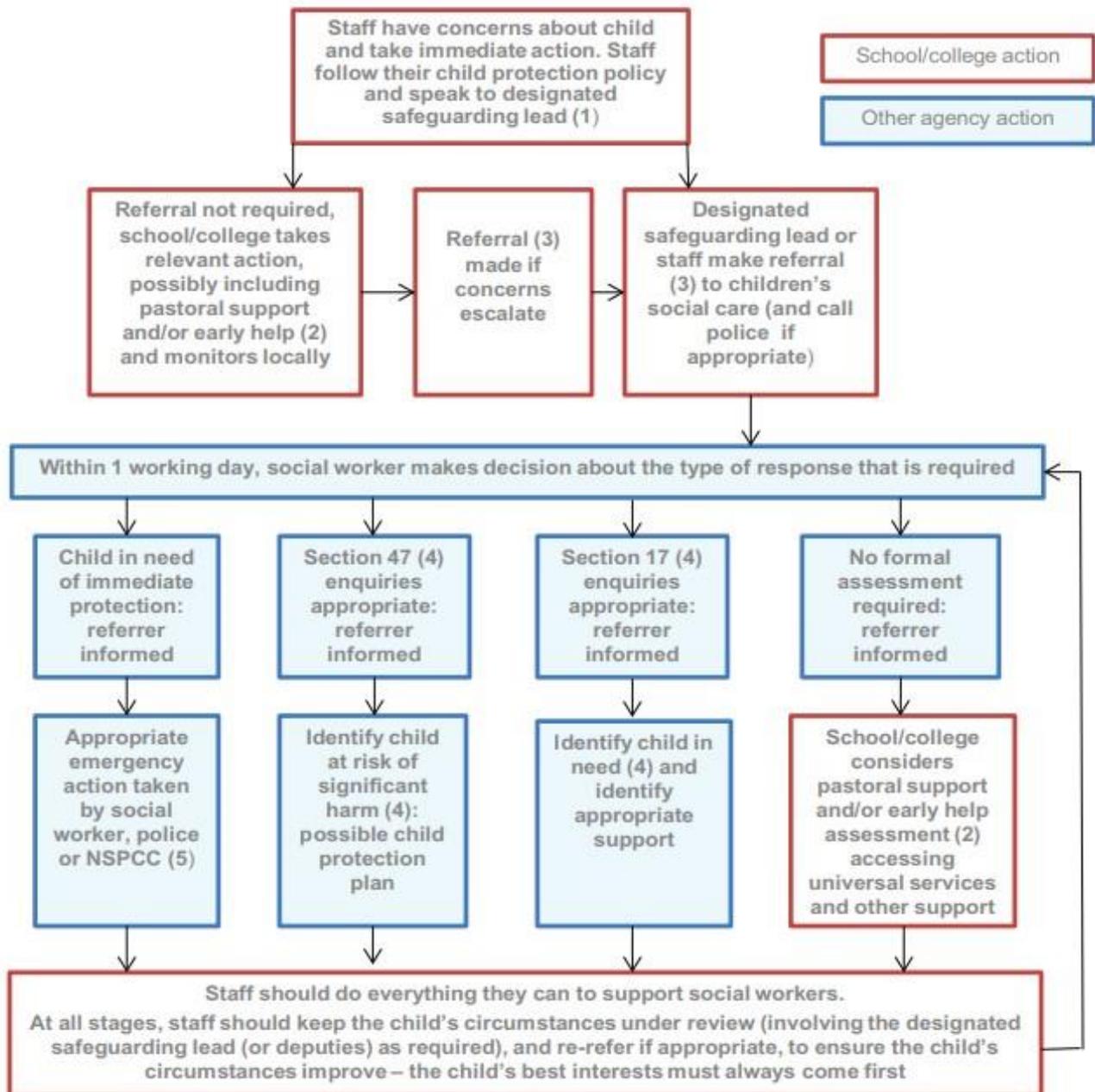
If the concern relates to the Director of the L.E.A.D. Academy Trust it is reported to the (Chief Executive Officer) CEO of the Trust.

If it relates to the CEO, the referral is made to the chair of the Trust. The Director of schools, CEO and Chair of the Trust Board can be contacted through the main office at L.E.A.D Nottingham



This document is for **information only** in advance of its publication on 2 September 2019, schools and colleges must continue to have regard to KCSIE 2018 until then.

Actions where there are concerns about a child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

Appendix 2: Types of Abuse and Possible Indicators

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

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

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by things like bullying without outwardly showing signs; and
- Communication barriers and difficulties in overcoming these barriers.

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 child¹.

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 happens²³. Babies and disabled children also have a higher risk of suffering physical abuse.

¹ HM Government (2018) Working Together to Safeguard Children, page 103

² 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

³ HM Government (March 2015) What to do if you're worried a child is being abuse: advice for practitioners

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 marks³.

Emotional Abuse

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

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

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

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

Sexual Abuse (and exploitation)

Sexual abuse is any sexual activity with a child. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as

masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in a sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education. See Section 5: Peer on Peer Abuse.

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

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

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

Child sexual exploitation is a form of child sexual abuse. The definition of child sexual exploitation is as follows:

'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.'

Children rarely self-report child sexual exploitation so it is important that practitioners are aware of potential indicators of risk, including:

- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

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

See [Child Sexual Exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation](#) (2017), DfE

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care givers)
- Ensure access to appropriate medical care or treatment

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

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

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

Some of the following signs may be indicators of neglect:

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

Mental Health

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

Appendix 3: Concerns Form

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

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

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

Principles

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

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

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

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

Concerns about a child or young person

Child's name:		Date of Birth:	
		Class/Year/Form:	
Concern identified by:		Role:	
Date of concern:		Time of concern:	
Witness/es:		Place of incident:	
Name of alleged person (s) responsible for the harm:			
Not Known			
Pupil in this Academy			
Pupil in another Academy (Please specify)			
Family member			

Volunteer	
Member of staff	
Governor	
Other (Please specify)	

Concern/Incident/Disclosure: Why are you concerned about this child? What have you observed and 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. Continue on a separate sheet if necessary.

--

Has any action already been taken in relation to this concern?

For example child taken out of class, first aid

--

Name of person concerns reported to	Date

Action to be taken / recommendations from DSL

Name of person completing form	Signature	Date and time

Appendix 4: Categories for recording a concern on 'Myconcern'

1. Abuse/violence towards staff
2. Behaviour
3. Bullying
4. Child at risk of exploitation
5. Child Missing from Education
6. Child Protection Plan
7. Children in Need Plan
8. Domestic Abuse
9. Drugs/alcohol abuse
10. Eating/food
11. emotional abuse
12. Emotional health and wellbeing
13. Extremism & radicalisation
14. FGM
15. Forced Marriage
16. Friendship/relationship issues
17. Gangs and Youth Violence
18. Grooming
19. Hate incident
20. Home Issues
21. Honour based violence
22. Neglect
23. Online safety
24. Peer on peer abuse
25. Personal hygiene
26. Physical abuse
27. Physical intervention by staff
28. Pregnancy
29. Private Fostering
30. Sexting
31. Sexual abuse
32. Sexual Assault
33. Sexualised behaviour/language

34. Suicidal thoughts
35. Persistent Truancy
36. Violence
37. Weapon

Appendix 5:**Body Maps****Medical assistance and first aid should be sought where this is required.**

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

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

Do not:

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

Do:

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

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

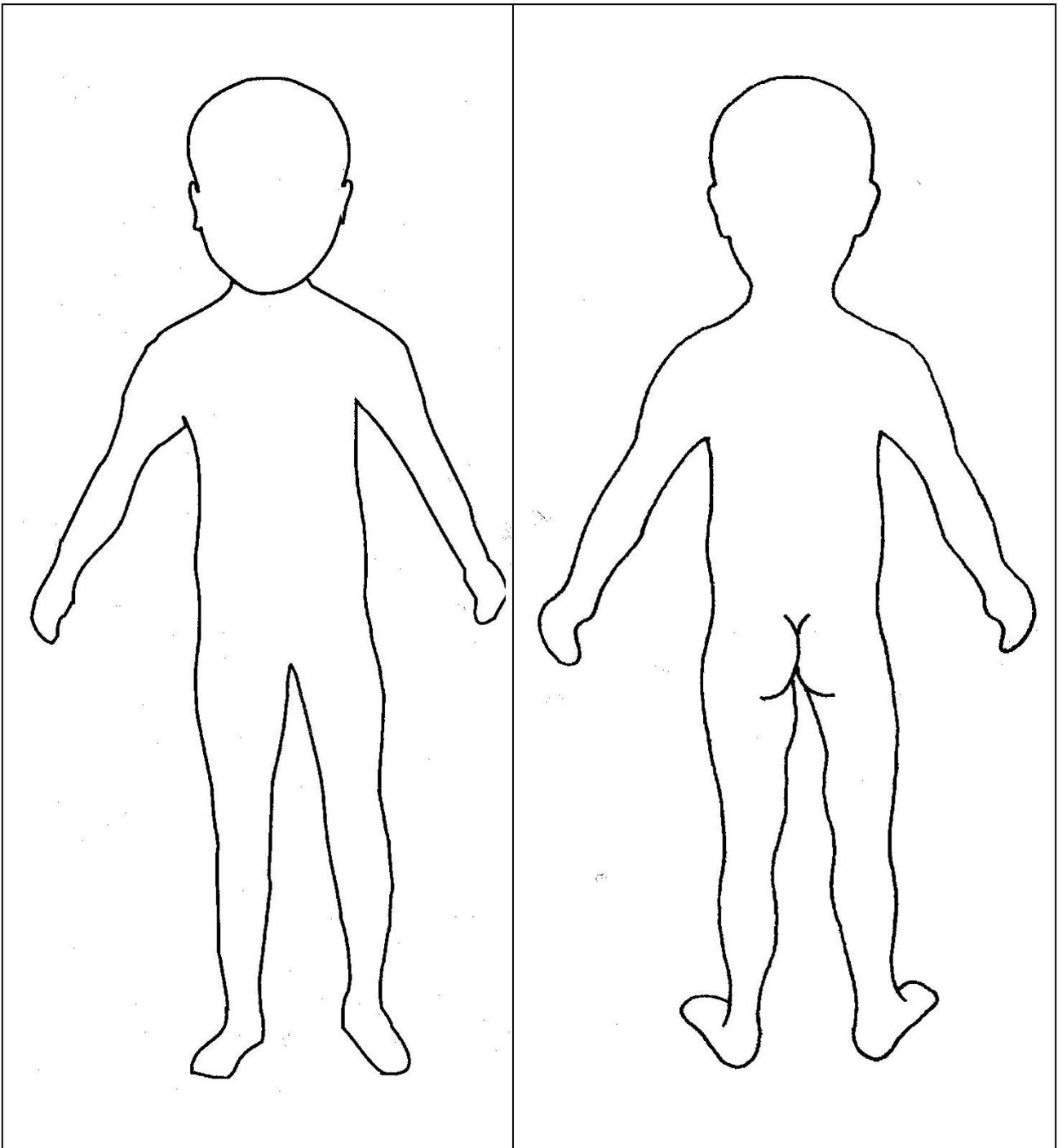
- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line ☐ Colour of injury - if more than one colour, say so ☐ Is the skin broken?
- Is there any swelling at the site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

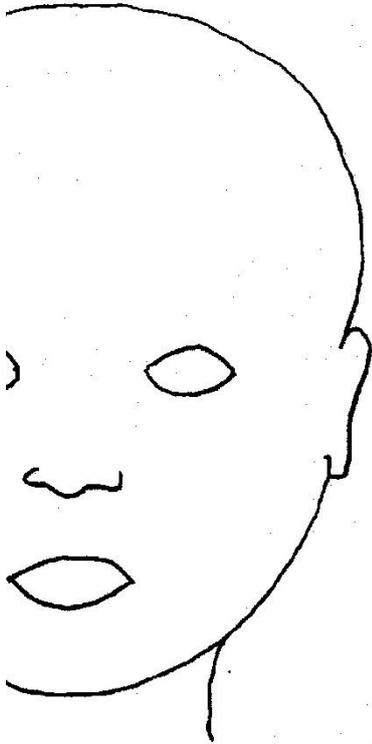
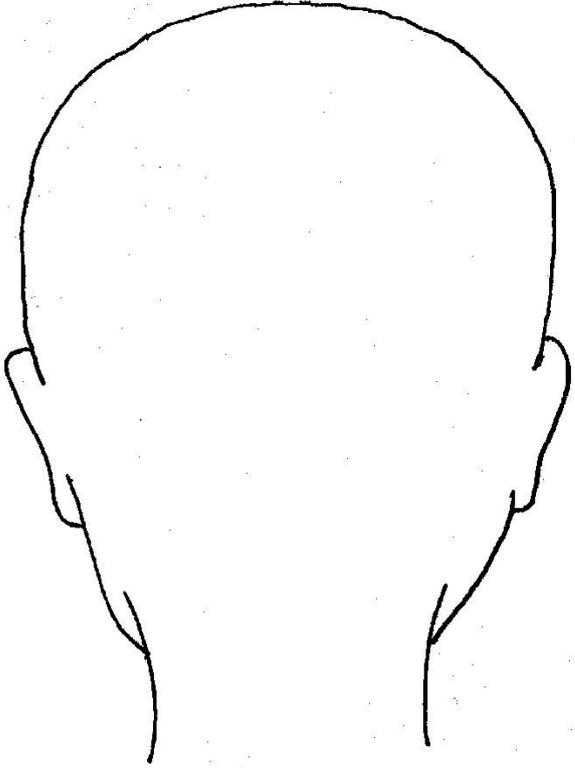
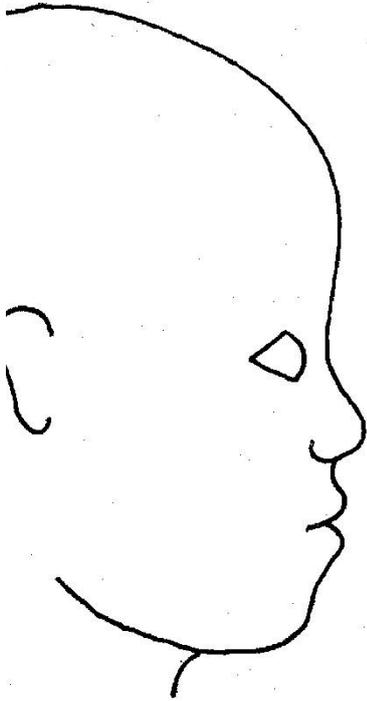
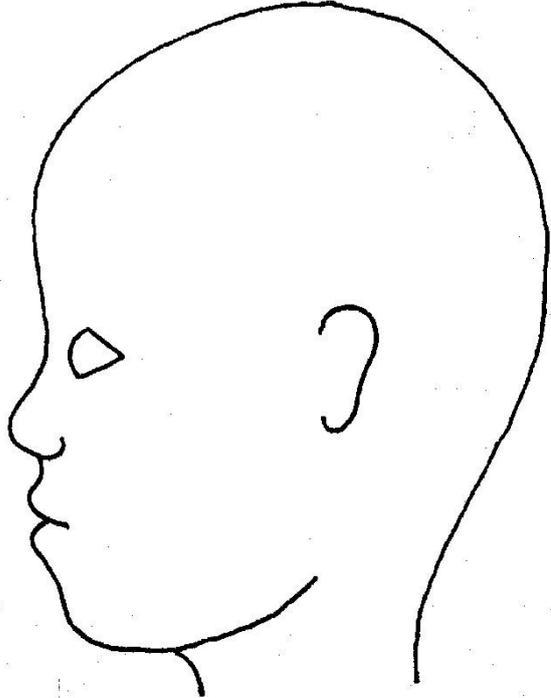
Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

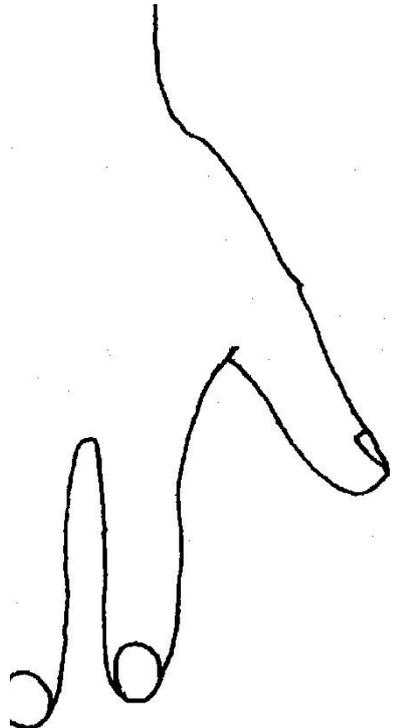
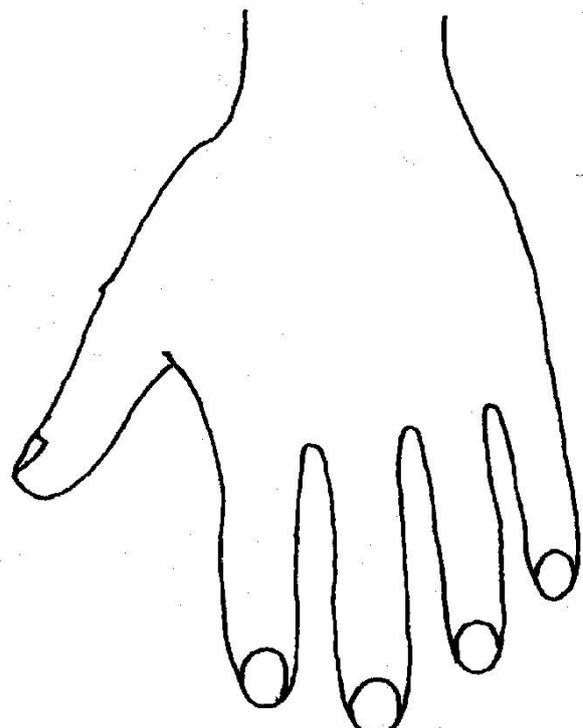
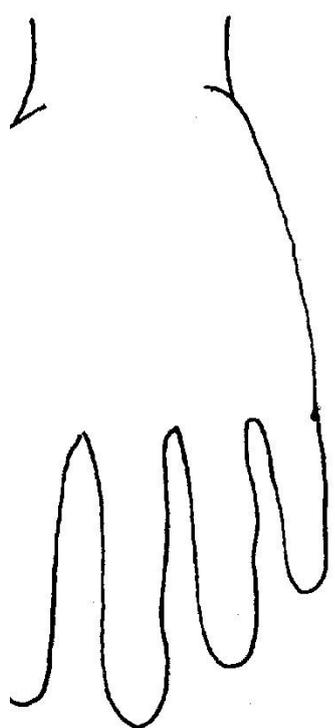
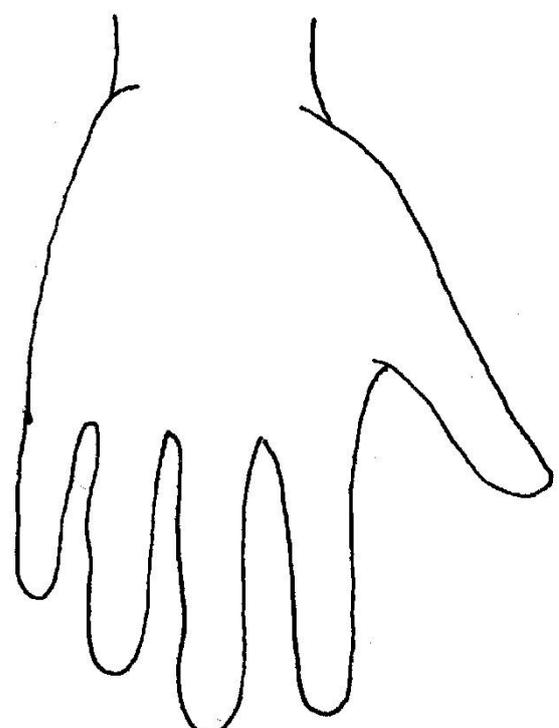
A copy of the body map should be kept on the child/young person's safeguarding/child protection file.

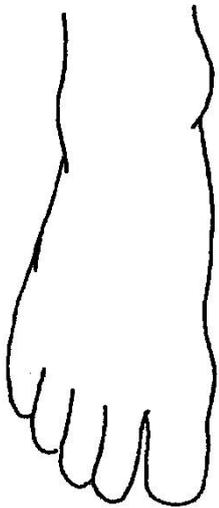
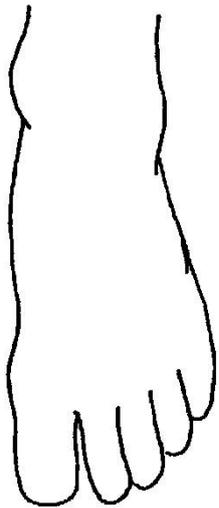
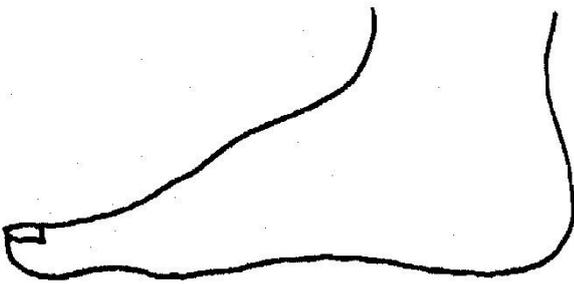
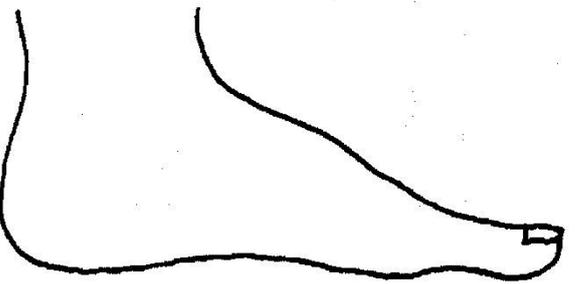
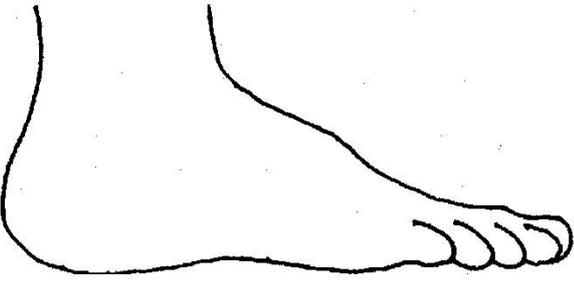
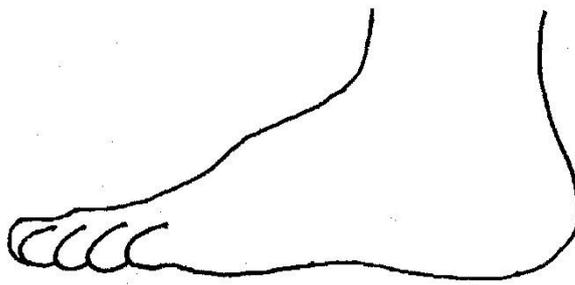
Body Map

Name of Child:		Date	of	
		Birth:		
Name of person completing the Body Map:		Role:		
Date and time of observation:				



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

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

Name of Child:			Date/time of observation:		
					
RIGHT	TOP	LEFT	RIGHT	BOTTOM	LEFT
					
RIGHT INNER			LEFT		
					
RIGHT OUTER			LEFT		

Printed name		Date:	
Signature		Time:	

Appendix 6:

Concern Form regarding a member of staff



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Name of person reporting the concern:	
Date:	
Name of the person of concern:	
WHAT HAS BEEN ALLEGED? Include dates, times, witnesses (where known) etc.	
Signed:	

When form is completed place in a sealed envelope and pass personally to the Headteacher or CPO Headteacher in the absence of the Headteacher. If about the Headteacher, place in a sealed envelope and send to Neil Spencelayh at Lead Academy.

Appendix 7: What is Domestic Abuse?

Domestic Abuse

The cross-government definition of domestic violence and abuse is: *'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:*

- *psychological*
- *physical*
- *sexual*
- *financial*
- *emotional'*

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Children may suffer both directly and indirectly if they live in households where there is domestic abuse. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional, physical, developmental and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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

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

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

All concerns about domestic abuse must be reported to the Designated Safeguarding Lead or their CPO. Domestic abuse is a crime and should be reported to the Police.

Also see Derby and Derbyshire safeguarding children procedures; [Domestic Abuse](#).

Appendix 8: What is so called 'Honour Based Abuse/Violence' (HBA/HBV) including Female Genital Mutilation (FGM) and Forced Marriage?

Honour Based Abuse/Violence

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

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

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

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

Do not underestimate the potential risk of harm

One Chance Rule

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

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

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

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

Female Genital Mutilation

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

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

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

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

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

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

Identifying risk of FGM

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

- A female child is born to a woman who has undergone FGM;
- A female child has an older sibling or cousin who has undergone FGM;
- A female child's father comes from a community known to practise FGM;
- The family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
- A woman/family believe FGM is integral to cultural or religious identity;
- Female child/family has limited levels of integration within UK community;
- Parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law;
- A family is not engaging with professionals (health, education or other);
- A family is already known to Social Care in relation to other safeguarding issues;

- Any female child from a practising community withdrawn from Sex and Relationships Education or its equivalent as a result of her parents wishing to keep her uninformed about her body and rights;
- Parents seeking to withdraw their children from learning about FGM;
- Sections are missing from a female child's health red book (parent held record).

Indications FGM may be imminent

Consider factors above and specifically the points below:

- If a family elder is present, particularly if she is visiting from a country of origin, and taking a more active/influential role in the family;
- If there are references to FGM in conversation, e.g. a female child may tell other children about it or confide that she is about to have a 'special procedure' or to attend a special occasion to 'become a woman';
- Parents state that they or a relative will take the female child out of the country for a prolonged period. This may be discussed within the school environment or travel clinics when asking for vaccinations in preparation for travel;
- A female child may talk about a long holiday to her country of origin or another country where the practice is prevalent. See Appendix 4: International Prevalence of FGM (Documents Library, Other Useful Information) and Legislation Banning FGM;
- A female child may request help from a teacher or another adult if she is aware or suspects she is at risk;
- A female child is unexpectedly absent from school;
- A parent or family member expresses concerns that FGM may be carried out on the female child.

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

Indications that FGM has already taken place

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

- Asking for help;
- Experiencing difficulty walking, sitting or standing and may appear to be uncomfortable;
- Finding it hard to sit still for longer periods of time, and this was not a problem previously;
- Having frequent urinary, menstrual or stomach problems;
- Avoids physical exercise or requires to be excused from physical education (PE) without a GP's letter;
- Spending long periods of time away from the classroom during the day with bladder or menstrual problems;
- Having prolonged or repeated absences from school or college;

- Spending longer than normal in the toilet due to difficulties urinating;
- Increased emotional or psychological needs e.g. withdrawal or depression or significant change in behaviour;
- Talks about a pain or discomfort between her legs;
- Asking for help, but may not be explicit about the problem; and/or ☒ Being reluctant to undergo any medical examinations.
- A parent / other adult, a child or other children may also disclose that the child has been subjected to FGM.

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

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

All concerns about female genital mutilation (FGM) must be reported to the Designated Safeguarding Lead or their CPO. If a case of FGM is known to have taken place the teacher reporting this is responsible for reporting this to the police on 999.

Forced Marriage

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

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

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

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

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

Do not underestimate the potential risk of harm

One Chance Rule

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

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

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

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

Appendix 9: What is Serious Violence?

Serious violence is violence that causes injuries so severe that they require hospital treatment. Across the UK in 2016/17 there were 4,054 hospital admissions for stab wounds caused by a sharp instrument.

Although violent crime in the UK has been falling steadily since its peak in the mid-1990s, from 2014 onwards certain types of violent crime has been rising again, especially offences involving knives and guns.

- All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance.

Appendix 10: Privately Fostered Children or Young People

Definition of private fostering

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

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

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

Responsibilities

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

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

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

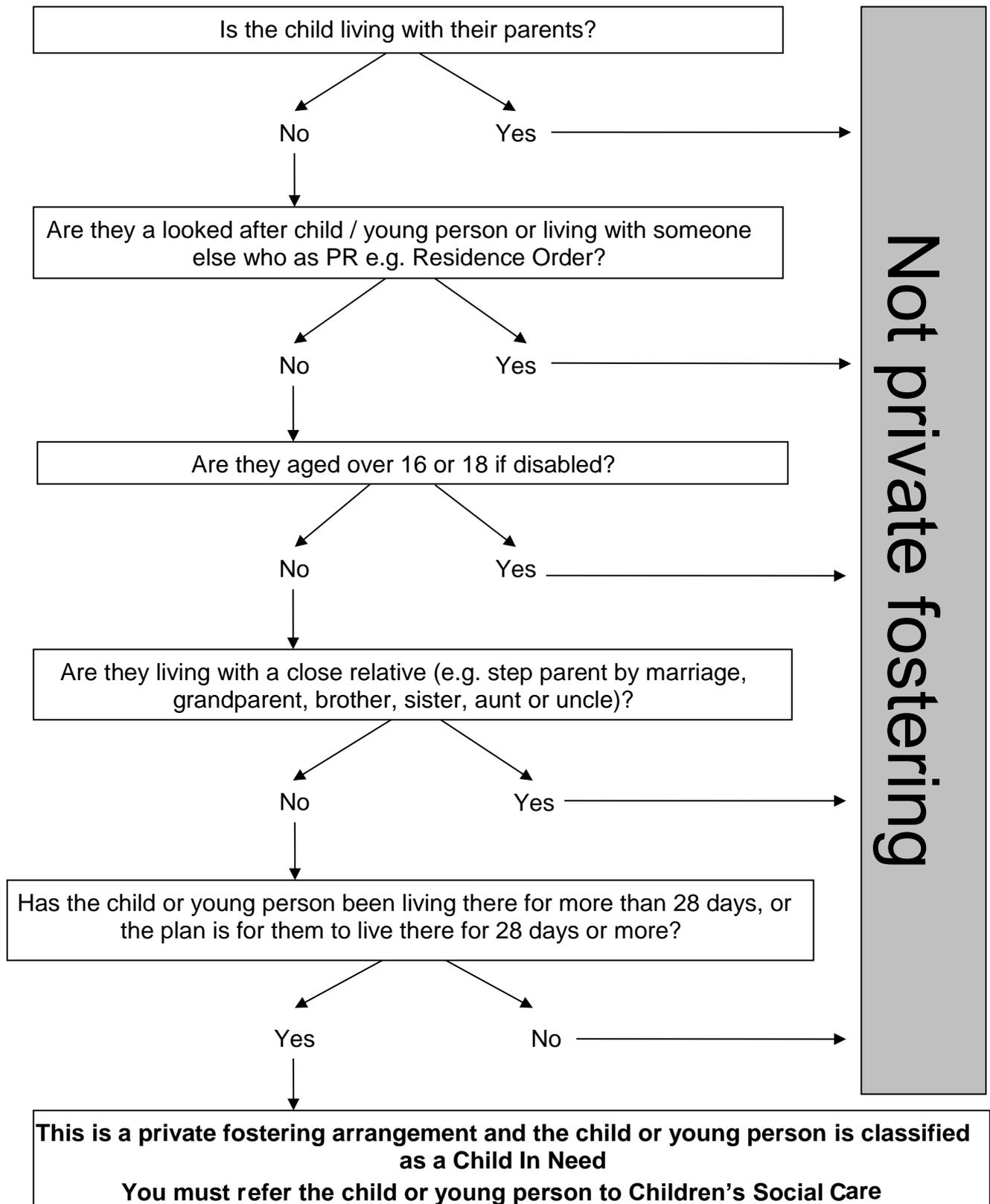
For further information about how to make a referral to Children's Social Care, please see the [DDSCP's Safeguarding Children procedures](#). These can also be found on the local safeguarding children procedures and guidance page of www.derbyscb.org.uk.

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

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



Is this a Privately Fostered Child or Young Person?



Appendix 11: Radicalisation and Extremism

In order for the academy to fulfil the Prevent Duty, it is essential that staff are able to identify students who are vulnerable to radicalisation and know what to do when they are identified.

What is Radicalisation and Extremism?

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

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

Taken from:

[*The Prevent Duty – departmental advice for schools and childcare providers \(2015\)*](#)

Identification

There is no single way of identifying a child or young person who is likely to be susceptible to radicalisation.

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

- Identity Crisis - distance from cultural / religious heritage and uncomfortable with their place in the society around them;
 - Personal Crisis - family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances - migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet aspirations - perceptions of injustice; feeling of failure; rejection of community values;
 - Criminality - experiences of imprisonment; previous involvement with criminal groups.
-

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

- General changes of mood, patterns of behaviour, secrecy especially around internet use;
- Changes of friends and mode of dress;
- Use of inappropriate language;
- Narrow/limited religious or political view;
- Attendance at certain meetings e.g. rallies and articulating support for; ☒ "Them" and "us" language/rhetoric;
- Sudden unexplained foreign travel;
- Possession of violent extremist literature;
- The expression of extremist views;
- Advocating violent actions and means;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology;
- Isolating themselves from family and friends;
- Talking as if from a scripted speech;
- Unwillingness or inability to discuss their views;
- A sudden disrespectful attitude towards others;
- Increased levels of anger;

Terrorism

This is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

In the local area, the most likely form of extremism is to the far right ideology.

- *People drawn to extreme right-wing terrorism are usually male, poorly educated (although there are some cases of high-achieving individuals) and often unemployed.*
- *The internet plays a key role in reinforcing ideology and facilitating activity.*
- *Islamophobia has increasingly become part of extreme right-wing terrorist ideology.*

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

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

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

Appendix 12: Criminal Child Exploitation; including county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

The UK Government defines county lines as:

‘County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other forms of ‘deal line’. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence and weapons.’

Child criminal exploitation is used to describe this type of exploitation where children are involved and similar to CSE is defined as:

‘Child Criminal exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.

Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

See Criminal exploitation of children and vulnerable adults; county lines (2018) Home Office and Preventing youth violence and gang involvement (2015) Home Office.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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

Also see:

- **DDSCP safeguarding children procedures Children at Risk of Exploitation (CRE) ² Criminal Exploitation of children and vulnerable adults: County Lines guidance (2018), Home office**

Appendix 13: Information holding and sharing

GDPR and Withholding Information

We at Noel Baker Academy will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’.
- understanding that ‘safeguarding of children and individuals at risk’ is a processing condition that allows academies to share special category personal data. This includes allowing people to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- for schools, not providing pupils’ personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools’ obligations under the Data Protection Act 2018 and the GDPR. Where in doubt we will always seek independent legal advice.

The Seven Golden Rules to Sharing Information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
 2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
 3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
 4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
-

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Taken from [Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2018) HM Government

Further details on information sharing can be found:

- Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing.
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful.
- The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department.
- Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.

Appendix 14: Role of the Designated Safeguarding Lead (DSL) and CPO

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 (including online safety). This should be explicit within the roleholders job description. This person should have the appropriate status and authority within the establishment 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/or 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 Level 3 designated safeguarding lead/s. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

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.

The designated safeguarding lead is expected to:

Manage referrals

- 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 referral 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

- Act as a point of contact the three safeguarding partners
- 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 (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and

safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.

- Act as a source of support, advice and expertise for staff.

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, including local criteria for action and local authority children's social care referral arrangements;
- 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 or a disability and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- Understand the importance of information sharing, both with the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- 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;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- 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.

Raise 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 safeguarding partner arrangements 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. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the designated safeguarding lead (or a CPO) 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 CPO) 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](#) (2020), pages 92 to 95

Appendix 15: Guidance/Further Information

Local safeguarding information

Key local information about safeguarding children is located on [Derby and Derbyshire Safeguarding Children Partnership website](http://www.derbyscb.org.uk) (www.derbyscb.org.uk).

This includes [Derby and Derbyshire Safeguarding Children Partnership' safeguarding children procedures](#). Key chapters include:

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

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

- Derby and Derbyshire Thresholds document
- Derby and Derbyshire Escalation policy and process
- DSCBs Information Sharing Agreement and Guidance for Practitioners
- Derby Assessment Protocol
- Local contacts

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

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

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

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

- www.gov.uk/schools-colleges-childrens-services/safeguarding-children
 - www.nspcc.org.uk
 - www.tes.com
 - www.minded.org.uk
 - www.uea.ac.uk/ican/
-