



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Noel-Baker Academy

Safeguarding and Child Protection Policy

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

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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 and promoting the welfare of children, it is everyone's responsibility and that everyone has a role to play. We expect everyone in our school/college to share this commitment.

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

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

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

Children includes everyone under the age of 18.

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

- Providing a safe environment for children to learn in education settings;
- Creating a zero tolerance approach to peer on peer abuse and a culture of vigilance to abuse, neglect, exploitation and radicalisation where we always act in the best interests of the child
- Identifying children who may be at risk of radicalisation, in need of extra help, or are suffering or likely to suffer significant harm, and taking the appropriate action, working with other services as needed.

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 deputies and include their availability during out of school hours and school holidays.

Policy Aims

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

- Promote a positive ethos and culture where children can learn, feel secure and be safe.
- Prevent unsuitable people working with children.
- Promote safe practice and challenge poor and unsafe practice.

- Identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe.
- Contribute to effective partnership working between parents and all those involved with providing services for children and young people.

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

Principles

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

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

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 \(2002\)](#).

The school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils. Due to the context of our 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. (see Appendix 14 for further information on Peer on Peer and Sexual Harrassment)
- Child Sexual Exploitation/Grooming due to levels of vulnerability. (See Appendix 12 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 2021-22 to be delivered during inset at the beginning of the academic year and allocated staff briefings.

Noel-Baker Academy is part of the Stopping Domestic Abuse Together initiative, cooperates fully with the Prevent Agenda including developing a prevent risk assessment and have developed our 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 2021)
- [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)
- [SEND code of practice: 0 to 25 years](#) (2014)
- [Supporting pupils with medical conditions at school](#) (2015)
- [Sexual violence and sexual harassment between children in schools and colleges](#) (2021)
- [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>
- [Managing coronavirus \(COVID-19\) in education and childcare settings](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges](#)
- [Elective home education](#) (2019)
- [Preventing and Tackling Bullying](#) (2017), including Cyberbullying: Advice for headteachers and school staff

The policy is consistent with [Derby and Derbyshire Safeguarding Children Partnership web-based procedures](#), including 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:

- Anti-bullying policy (including cyber-bullying)
- SEN annual information report (regarding the increased vulnerability of children with special education needs (SEN) or disabilities)
- Equality, Diversity and Inclusion Policy
- Supporting students with medical conditions
- First aid Policy
- Offsite Visits Policy (under review)
- E-Safety Policy (including online safety and other associated issues such as sharing nudes/semi-nudes (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), including low level concerns
- Visitors/volunteers Policy
- SEND Policy
- Relationship and Sex Education Policy
- Mental Health Policy
- Complaints Policy
- Whistleblowing

2. Safeguarding Roles and Responsibilities of Academy Staff

There is a whole Academy approach and ethos to safeguarding and protecting children. 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.
- Identifying children who may be in need of extra/early help, have complex or serious needs or who are suffering, or are likely to suffer significant harm. All staff then have a responsibility to take appropriate action, working with services as needed.

Staff induction will include organisation vision, ethos, aspirations and expectations 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, including online safety and paper copies of key policies including the Safeguarding and Child Protection Policy, Behaviour Policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based/discriminatory bullying and peer on peer abuse), and Staff Code of Conduct. Staff will be informed about the safeguarding response to children who go missing from education , peer on peer abuse and the role and names of the designated safeguarding lead (DSL) their deputies, the designated teacher for looked after children, the senior mental health lead, 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 (2021) [Part One]; and staff that work directly with children should also read Annex B
- Safer Working Practices (Safer Recruitment Consortium May 2020)
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- Behaviour 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.
- Attendance Policy

All staff will:

- Download and sign off the Safeguarding Policy and KCSIE Part 1 2021 and Annex B in myconcern to confirm they have read and understood. Understanding will be checked with an online test after the first half term and regularly throughout the year.
- Receive safeguarding training which is regularly updated, Prevent Duty training and online safety training, including sharing nudes and semi-nudes, known as sexting/‘youth produced sexual imagery’, so they are equipped with the knowledge and skills to keep children safe.
- Receive regular safeguarding and child protection 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, sharing nudes and semi-nudes, 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.
- Discuss any concerns including emerging needs, complex/serious needs or child protection with the Designated Safeguarding Lead (DSL) or their deputy to agree a course of action. If staff members are unsure they should always speak to the Designated Safeguarding Lead (DSL) or their deputy.
- Promptly record all concerns (using the concerns form) and forward this to the Designated Safeguarding Lead (DSL) or their deputy.
- 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.
- Work with the Designated Safeguarding Lead (DSL) and do everything they can to support Social Workers to help them carry out a statutory assessment.
- 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 sharing nudes and semi-nudes, also known as sexting /'youth produced sexual imagery'.
- Be aware that children are capable of abusing their peers, and be clear about the Academy policy and procedures on peer on peer abuse/ child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. See Section 5 Peer on Peer / Child on Child 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.
- 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.
- Know that safeguarding incidents and/or behaviours can be associated with factors outside the school/college and/or can occur between children outside these environments. All staff will consider whether children are at risk of abuse or exploitation in situations outside of their families, including online, and be aware that children with SEND and autistic spectrum disorder are particularly vulnerable. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, radicalisation and serious youth violence.
- Be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, being frequently absent or permanent excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

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 all staff understand and discharge their safeguarding roles and responsibilities
- 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 2021 (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 that all staff understand and discharge their safeguarding roles and responsibilities
- Ensure all Academies 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 Governing Body/Trust/Proprietors have a strategic leadership responsibility for their school/college safeguarding arrangements and has the responsibility to ensure that the school/college complies with safeguarding duties under legislation. There is a senior board level lead to take leadership responsibility for the establishment's safeguarding arrangements. Safeguarding is a standing item at all governing body/trust meetings.

The Governing Body/Trustees will ensure that in line with Keeping Children Safe in Education (KCSIE) 2021:

- The school/college contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children (2018).
- They facilitate a whole school/college approach to safeguarding ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. All systems processes and policies operate with the best interests of the child at their heart.
- Where there is a safeguarding concern, children's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Systems are in place which are well promoted, easily understood and accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- There is a recognition that some groups of children are potentially at greater risk of harm (such as children who need a social worker, children missing from education, home educated children, children requiring mental health support, looked after children and previously looked after children and children with special educational needs and disabilities or physical health issues) and appropriate supports and processes are in place.
- There is a zero tolerance approach to peer on peer abuse, including sexual violence and harassment, supported by a whole school/college approach to minimising risk, reporting, how allegations will be recorded, investigated, dealt with and how victims, alleged perpetrators and any other affected children will be supported.
- There are policies in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. Including:
 - an effective safeguarding/child protection policy
 - a behaviour policy
 - a staff behaviour policy (code of conduct)
 - appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions
- Staff receive relevant induction and a proportionate risk-based approach is taken to the level of information provided to temporary staff and volunteers.
- All policies and procedures adopted by governing bodies/Trustees, particularly concerning referrals of suspected abuse and neglect, are understood and followed by all staff.

Opportunity is provided to staff to contribute to and shape safeguarding arrangements and policies.

- Child protection files are maintained, appropriate safer recruitment policies are in place and where reasonably possible ensure that the school/college hold more than one emergency contact number for each pupil/student.
- A member of the Senior Leadership Team is appointed to the role of Designated Safeguarding Lead (DSL) to take lead responsibility for safeguarding and child protection (including online safety). This is explicit in the role-holders job description. A Deputy Designated Safeguarding Lead(s) has also been appointed in the same way and can be delegated the activities of the Designated Safeguarding Lead (the lead responsibility for safeguarding remains with the DSL).
- Along with the senior leadership team and Designated Safeguarding Lead, there is an awareness of local partnership arrangements and an understanding the school/college role in these. In particular, there is an understanding of the local Threshold document (criteria for action), child protection conference professional dissent policy, multi-agency dispute resolution and escalation policy and the local protocol for assessment (See [DDSCP documents library](#)) and the need to supply information as requested by the safeguarding partnership.
- There is awareness of the obligations of the [Data Protection Act 2018](#) and UK [GDPR](#) and a recognition of the importance of information sharing between practitioners and local agencies. Arrangements are in place that set out clearly the process and principles for sharing information within the school/college and with children's social care, the Derby and Derbyshire Safeguarding Children Partnership and other agencies and practitioners as required.
- There is a whole school/college approach to mental health with clear systems and processes for identifying possible mental health problems, including routes to escalate as well as clear referral and accountability systems.
- All staff including governors/trustees and volunteers adhere to [The Prevent Duty \(2015\)](#) to prevent radicalisation.
- There is a whole school approach to domestic abuse, this includes active participation in the police led Stopping Domestic Abuse Together (SDAT) initiative.
- All staff members undergo safeguarding and child protection training (including online safety) at induction. Staff receive regular updated safeguarding training consistent with the [DDSCP multi-agency training pathway](#) and receive regular safeguarding and child protection updates. This is integrated, aligned and considered as part of the whole school/college safeguarding approach and wider staff training and curriculum planning, including regard to [Teachers Standards](#).
- There is a whole school/college approach to online safety to address the 4 areas of risk; content, contact, conduct and commerce. Appropriate e-security and filters and monitoring systems are in place. An annual review of the school/college approach to online safety will be undertaken, supported by an annual risk assessment.
- Ensure that children are taught about safeguarding, including mental health/well-being and online safety (this incorporates healthy online/offline relationships, sharing nudes/ semi-nudes and terrorist/extremist material), through teaching, learning opportunities and tutorials. Where appropriate a more personalised/contextualised approach is used for more vulnerable children, victims of abuse and SEND children.

- There are robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in the school/college.
- Procedures are in place to manage safeguarding concerns, or allegations against staff, supply staff, contractors and volunteers. Procedures are also in place to make a referral to the Disclosure and Barring Service (DBS) and/or the Secretary of State via the Teaching Regulation Agency when the criteria has been met.
- Any exclusions internal, fixed term and permanent will meet requirements of DfE statutory guidance, including obligations under the [Equality Act](#) (2010).
- Any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to their attention are addressed without delay.
- An annual audit of the establishments safeguarding processes and procedures is undertaken using the DDSCP safeguarding audit for schools and colleges along with relevant reporting in line with partnership arrangements.

Roles and Responsibilities of the Headteacher

The Headteacher will ensure that:

- adopt a 'whole academy' approach towards safeguarding, promoting a culture of vigilance and creating a culture of safeguarding
- 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, Responsibilities and Availability of the Designated Safeguarding Lead (DSL)

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

The establishment also has a 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.

Availability

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

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

- Referring cases of suspected abuse or neglect to children's social care or where radicalisation is a concern to the Channel programme - or supporting staff who refer cases. They are also responsible for referrals to the Disclosure and Barring Service and the police.
- Working with staff as a source of support, advice and expertise, a point of contact with safeguarding partners, liaise with the headteacher/principal, 'case manager' and relevant staff (i.e. teachers, pastoral support, IT leads, senior mental health leads/mental health support team and SENCo's) to ensure children are effectively safeguarded and protected.
- Listening and understanding the views of children.
- Promoting supportive engagement with parents.
- Taking lead responsibility for promoting the educational outcomes of children who have or who have had a social worker
- Holding and sharing of information, sharing and managing safeguarding/child protection files, including the effective transfer of files when a child moves to a new provider.
- Raising awareness of and ensuring staff understand the school/colleges safeguarding/ child protection policies and procedures, ensuring it is reviewed and updated at least annually.
- Having the knowledge and skills to carry out the role, including understanding and working knowledge of local assessment processes for providing early help and statutory assessments, child protection conferences, supporting and protecting children, information sharing, specific needs of vulnerable children, impact of adversity and trauma, Prevent Duty and online safety,

See KCSIE Annex C for further information about the Role of the Designated Safeguarding Lead (DSL).

- 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.
- Adopt a 'whole academy' approach towards safeguarding, promoting a culture of vigilance and creating a culture of safeguarding which permeates throughout our academy.
- Support staff to have the skills and knowledge to encourage a culture of listening and reducing barriers to disclosing.
- Manage referrals from Academy staff or any others from outside the Academy.
- 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 within five days 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.
- Understand the importance of information sharing and ensure all relevant bodies receive information in a timely manner.

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, the Academy website has information for children and adults on how to raise concerns.

Roles and Responsibilities of Other Academy 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
Contact details: krichardson@noelbakeracademy.co.uk
- Name of Child Protection Officers: Mrs O Pett and Miss R Flude

Contact details: opett@noelbakeracademy.co.uk
rflude@noelbakeracademy.co.uk

Other trained staff with safeguarding responsibilities:

Mrs A Donaghy – Headteacher
Mrs S Leach Assistant - Head Teacher Inclusion and Personal Development
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 Headteacher
Mrs C Pedlar – Assistant Headteacher Student Support
Miss K Barron - Associate Assistant Head Teacher
Mrs C Groves - Associate Assistant Head Teacher

- Local Authority Designated Officer (LADO) Local Authority Designated Officer (LADO) [Derby and Derbyshire LADO referral form](#) and email securely for the attention of LADO in Derby to cypsafeguarding@derby.gov.uk 01332 642376
- Derbyshire Police 999 for emergencies
101 for non-emergencies
- Prevent (radicalisation/extremism) Police Prevent Team on 101 or direct via 0300 1228694
- Female Genital Mutilation (FGM) mandatory reporting via Police on 101
- Academy Police link officer PC C Watson
- Public Health Nurse/other health contact Ms V Hickman
- Education Welfare/ Local Authority Children Missing Education Officer:
01332 641448 or cme@derby.gov.uk
[Children Missing Education](#), including online referral form (form 13) to CME Officer
[Notification of child on roll online form \(form 15\)](#)
[Notification of removal from roll online form \(form 11\)](#)
[Notification of Removal from roll to Elective Home Education \(EHE\) online form \(form 12\)](#)
 - Virtual School for Looked After Children
 - Virtual School Head - 07812 301044 or graeme.ferguson@derby.gov.uk
 - Specialist Education Support Officer for LAC – Sarah Parkman
sarah.parkman@derby.gov.uk
 - Locality Multi-agency Team (MAT), Early Help Advisor, and Education Welfare Officer
 - [Emotional Health and Well-being Services](#) and *Specialist Community Advisors*
 - [Domestic abuse support services](#)
 - Cyberchoices (for children at risk of being drawn into cybercrime) via [East Midlands Cyber Secure](#)
 - [Homelessness or at risk of homelessness](#)

Key National Contacts

- 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 helpline Report Abuse in Education - a bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals who need support and guidance.
 - 0800 136 663
 - help@nspcc.org.uk.
- 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
- Department for Education coronavirus (COVID-19) helpline 8am to 6pm (Monday to Friday) and 10am to 6pm Saturday and Sunday
 - 0800 046 8687
 - DfE.coronavirushelpline@education.gov.uk
- Domestic Abuse
 - National Domestic Abuse Helpline 0808 2000247
 - [Domestic abuse: specialist sources of support](#)

Staff Training

It is our requirement that safeguarding training for staff, including online safety training, is integrated, aligned, and considered as part of the whole academy safeguarding approach and wider staff training and curriculum planning.

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 2021
- 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:

- All staff remain vigilant to the indicators of abuse, neglect and specific safeguarding issues such as child criminal exploitation, child sexual exploitation and peer on peer abuse.
- Staff are aware that technology is a significant component in many safeguarding and well-being issues; abuse may occur online and/or offline.
- There is a whole school/college approach to online safety to address the 4 areas of risk; content, contact, conduct and commerce
- There is an ethos where students feel secure and are encouraged to talk and are listened to, taken seriously, kept safe 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.
- Information is provided to students and their families which detail information and contact numbers for appropriate support services and helplines in and outside the Academy.
- Curriculum activities and opportunities are provided to equip students with the resilience and skills they need to stay safe from abuse, exploitation and radicalisation.
- All remote learning activities will incorporate safeguarding procedures and follow the same principles set out in the school's staff behaviour policy (Code of Conduct) and/ or online safety policy.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and students/students that is understood and endorsed by all.
- 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/place based risk). For example personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.
- There is a recognition that students who do not attend school 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.
- Robust safer recruitment procedures are followed that deter and prevent people who are unsuitable to work with children aren't able to secure employment or volunteering opportunities at the Academy.

- 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 equalities duties and are not permitted to incite hatred, violence, call for the breaking of the law or promote any acts of terrorism or extremism.

Pupil well-being and support

Our pupils may be experiencing a variety of emotions in response to on-going challenges of the coronavirus (COVID-19) pandemic, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. We will offer support to contextualise these feelings as normal responses to an abnormal situation.

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

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

Safeguarding as part of the Curriculum

Opportunities to teach safeguarding

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. We ensure that our pupils/students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum

Our learners are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school/college and how to make a complaint. This means that they are able to recognise when they are at risk and are able to get help when they need it. We recognise that a one sized approach may not be appropriate for all children and more vulnerable children, victims of abuse and some SEND children might need a more personalised or contextualised approach.

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

The following areas are addressed within INFORMand 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 sharing nudes/semi nudes (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
 - Sex Education and 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
 - Sexual Violence and Sexual Harassment

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

Vulnerable Children

We also have a member of staff trained as a ‘Mental Health First Aider’ (Ms C Sargent and Mr B Gibson)

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

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

- Disabled or have certain health conditions or specific additional needs
- Have special educational need (whether or not they have a statutory Education and Health and Care Plan)
- In a family circumstance presenting challenges for the child, such as parental substance (drugs and/or alcohol) misuse, adult mental health issues and domestic abuse

- Misusing drugs and or alcohol
- Asylum seekers/refugees
- From our New Communities
- Living away from home, including private fostering arrangements or have returned home to their family from care
- Vulnerable to being bullied or peer on peer abuse, or engaging in bullying or peer on peer abuse
- Going missing from school/college, particularly on repeat occasions
- Are at risk of homelessness or living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of age, gender reassignment, marriage/civil partnership, pregnancy/maternity leave, disability, race (including colour, nationality, ethnic or national origin), religion/belief, gender, sex or sexual orientation
- Has a mental health need
- Is showing signs of being drawn into anti-social or criminal or violent behaviour, including gang involvement and association with organised crime groups or county lines
- At risk of modern slavery, trafficking, sexual exploitation and/or criminal exploitation (also known as child at risk of exploitation/CRE)
- At risk of hate crime, serious violent crime
- At risk of radicalisation or exploitation
- At risk of so called honour based abuse/violence including forced marriage and female genital mutilation (FGM)
- Young carers
- Looked after Children and previously looked after children
- Not speaking or not having English as a first language
- Children in the court system
- Children affected by parental offending or with family members in prison.

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

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

- **Children who need a social worker (Child in Need and Child Protection Plans)** -due to safeguarding or welfare needs as a result of abuse, neglect and complex family circumstances. These experiences of adversity and trauma can leave them vulnerable to further harm as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The Designated Safeguarding Lead (DSL) will hold and use the information that the child has a social worker to ensure that as a matter of routine decisions can be made in the best interests of the child's safety, welfare and educational outcomes.
- **Children missing from education** - Knowing where children are during school hours is an extremely important aspect of Safeguarding. Children missing from education, particularly

persistently, is a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation. The school/college response to children missing from education supports identifying such abuse and also helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community. We monitor attendance carefully and address poor or irregular attendance without delay. *see [Children Missing Education](#) webpage)*

- **Elective Home education** - parents' decision to home educate to be made with their child's best education at the heart of the decision. However, home education can mean some children are less visible to the services that are there to keep them safe and not supported in line with their needs. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will seek to co-ordinate a meeting with the parents/carers, Local Authority and other key professionals where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child and is particularly important where a child has SEND, is vulnerable, and/or has a social worker. Where a child is taken off roll we will inform the Local Authority of the deletion from our admission register via the system outlined on the [Education Welfare](#) webpage.

- **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.

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

The Designated Safeguarding Lead (DSL) has

- details of the child's social worker, and
- the name of the virtual school head in the authority that looks after the child.

- the name of the Personal Advisor appointed to support children who have left care

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

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

- **Children with special educational needs and disabilities or physical health issues** - Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. All school/college staff are aware of the additional barriers which can exist when recognising abuse and neglect in this group of children. These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
 - being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
 - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - communication barriers and difficulties in managing or reporting these challenges.

The school/college will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

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, including any worries about a child's emotional well-being or mental health. They will be listened to and taken seriously.
 - We will provide parents with information about safeguarding issues, such as child exploitation (sexual and criminal) known as child at risk of exploitation (CRE), peer on peer abuse, emotional well-being/mental health, online safety, including sharing nudes and semi-nudes (known as sexting or youth produced sexual imagery), harmful sexual behaviour and terrorist/extremist material. We will also outline the support available to keep children safe within the school/college, 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, whether this is when problems first emerge, or when a child is already known to Children's Social care.
- Report your concern to the Designated Safeguarding Lead (DSL) or the Child Protection Officer as soon as you can and by the end of the day at the latest. (see appendix 1)
- If you are unsure speak to the Designated Safeguarding Lead (DSL) or their deputy.
- 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 sharing nudes/ semi-nudes (sexting/'youth produced sexual imagery') do not view, copy, print or share the images. Any relevant devices should be confiscated; this should be on a case by case basis in consultation with the Designated Safeguarding Lead or their deputy.
- 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.

Stopping Domestic Abuse Together (SDAT) Notifications

NOTE - All SDAT notifications will be treated as any other safeguarding concern.

When the school receives a notification into the safeguarding email account, the Designated Safeguarding Lead and or the deputy Designated Safeguarding Lead will consider:

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

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

We will refer to the [Domestic Violence Risk Identification Matrix](#) (DVRIM) to help us reflect on what is known, not known and make a judgement about risk. In all cases there will be a consideration of

what support the child may need in school and if any actions are required to promote the child's welfare and ensure they are protected from harm.

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

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

These can be found via the link on the school website and can be accessed via the following link <https://derbyshirescbs.proceduresonline.com/index.htm>

The Derby and Derbyshire [Thresholds document](#) will support the Designated Safeguarding Lead (DSL), their deputies 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. 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 2021 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 8 for additional information about domestic honour based abuse/violence (HPV) including female genital mutilation (FGM) and forced marriage. Appendix 9 for more information on Serious Violence, Appendix 10 for information about private fostering, Appendix 11 for information about Radicalisation and Extremism and Appendix 12 Child Sexual Exploitation and Child Criminal Exploitation including county lines.

There will be occasions when you suspect that a child may be at risk, but you have no 'real' evidence, or that the child may need support with their mental health. The child's behaviour and or appearance may have changed, their attendance at 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.

It is important they are reassured that they are being taken seriously, and that they will be supported and kept safe. They should not be made to feel they are creating a problem or feel ashamed for making a report. If possible reports, particularly those about sexual violence and harassment, should be managed with 2 members of staff present (preferably one being the Designated Safeguarding Lead or a deputy), however this might not be possible in all cases.

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

During your conversation with the child or adult:

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.
- Keep questions to a minimum and of an open nature (TED questions tell me, explain, describe) i.e. 'can you tell me what happened?' rather than 'did x hit you?'
- Remain calm and do not overreact – the child or adult may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child or adult.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.
- At an appropriate time, tell the child or adult that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused.
- Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but they may interpret it that they have done something wrong.
- Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see or contact them before the end of the day.
- Report verbally to the Designated Safeguarding Lead (DSL).
- 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 gives 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 online abuse including cybercrime, exploitation, harmful sexual behaviour, sharing nudes and semi nudes (sexting/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/child on child abuse/sexual violence and harassment; this should never be tolerated and passed off as banter, having a laugh, boys being boys or part of growing up (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 10.
- 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 8.
- Any concerns that a student is at risk of radicalisation. See Appendix 11.
- Any concerns about child sexual exploitation or criminal exploitation including county lines (see Appendix 12).
- 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:
 - School/college based records, assessments and chronologies, including any contextual factors/placed based risks

- [DDSCP Threshold document](#) and [safeguarding children procedures](#)
 - DDSCP [Self-harm and Suicidal Behaviour Guidance Working with children and young people in Derby City and Derbyshire](#) (2020)
 - DDSCP [Guidelines for gathering information and assessing the needs of children whose parents have drug/alcohol issues](#)
 - DDSCP [Child Sexual Abuse within the Family Guidance for practitioners and managers](#) (2021)
 - [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (2020)
 - [DfE Sexual violence and sexual harassment between child in schools and colleges](#) (2021)
 - [Stop it Now Sexual Behaviours Traffic Light Tool](#)
 - DDSCP [Child at Risk of Exploitation \(CRE\) Toolkit](#)
 - DDSCP [Graded Care Profile for Neglect \(GCP\)](#)
 - [Domestic Violence Risk Identification Matrix \(DVRIM\)](#)
 - [Safelives DASH Risk Identification Checklist](#) for when domestic abuse, 'honour'-based violence and/or stalking are disclosed
 - Body Maps – 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 a Child in Need plan or an Early Help Assessment (EHA) or is open to a Multi-Agency Team (MAT) or known to another agency.
 - Confirm whether any previous concerns have been raised by staff.
 - Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm (see below).
 - If unsure about the action to take, including that a child protection referral should be made, seek advice from Children's Social Care or another appropriate agency.
 - If the concerns are about radicalisation or violent extremism, make a referral to the Police Prevent Team.
 - Where the child has complex needs or where there are child protection concerns, refer as appropriate to Children's Social Care or locality based Vulnerable Children's Meeting (VCM).
 - If a child is at risk of immediate harm, and/or where it is believed a criminal offence has been committed, including sexual violence and harassment refer to the Police. See [NPCC When to call the police; guidance for schools and colleges](#).

Notifying parents

The 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.

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. In all cases the school/college will also include information held about any place based risks (harm outside of the home).
- Children's Social Care should make a decision within one working day of the referral being made about what course of action they are taking and let the 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 13) and considerations with regard to the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR). They should be clearly aware that the Data Protection Act 2018 and UK GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe and promoting their welfare..

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

If in any doubt about sharing information, staff should speak to the designated safeguarding lead or 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 safeguarding information will be kept confidential and stored securely and only made available to relevant individuals. Safeguarding information will be stored separately from each student's education file and the file 'tagged' to indicate that separate information is held.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome, including where there are professional differences of opinion about the safety of a child; see [Multi Agency Dispute Resolution and Escalation Policy](#) and [Child Protection Conference Professional Dissent Process](#)

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

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

The Designated Safeguarding Lead (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. There is a zero tolerance approach to peer on peer abuse; abuse is abuse and this will not be tolerated or passed off as ‘banter’, ‘just having a laugh’, ‘boys being boys’ or ‘part of growing up’ as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The setting will take peer on peer abuse as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We will respond to all reports and concerns, including those that have happened outside of the school/college and / or online.

In addition 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 is most likely to include but is not limited to:
 - Bullying (including cyberbullying, prejudice based and discriminatory bullying)
 - Abuse within intimate personal relationships between peers
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and /or encourages physical abuse)
 - Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and /or encourages sexual violence)
 - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - Consensual and non consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
 - Upskirting¹, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, and

¹ The Voyeurism (Offences) Act (2019) – upskirting is a criminal offence and anyone of any gender can be a victim

- Initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used in a way of initiating a person into a group and may also include an online element).
- Peer on peer abuse exists on a continuum and different forms of abuse may overlap.
- It can affect any child/young person of any age and sex and can occur between two children or through a group of children abusing a single child or group of children.
- Sometimes vulnerable children are targeted. For example:
 - Those living with domestic abuse or intra-familial abuse in their histories
 - Young people in care
 - Those who have experienced bereavement through the loss of a parent, sibling or friend
 - Black and minority ethnic children are under identified as victims but are over identified as perpetrators
 - There is recognition it is more likely that girls will be victims and boys perpetrators. However both girls and boys can experience peer on peer / child on child abuse but they are likely to experience it differently i.e. girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group).
 - Evidence also shows that children with SEND and LGBT children are at greater risk.
- 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.

Minimising the risk of peer on peer abuse

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

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

All staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Downplaying certain behaviours will not be tolerated or passed off as

'banter', 'just having a laugh', 'boys being boys' or 'part of growing up'. Staff will maintain an attitude 'it could happen here'. All inappropriate behaviour will be addressed.

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

- Behaviour management, including bullying/ online bullying and prejudice-based bullying
- Online safety and other associated issues, including sharing nudes and semi-nudes (known as sexting or youth produced sexual imagery) and extremist material
- Children who runaway or go missing
- Relationships education/ relationships and sex education

Systems for children to report abuse

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

If staff have any concerns regarding peer on peer abuse, they should speak to the designated safeguarding lead or deputy.

Action on concerns

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

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

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

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

- What are the wishes of victims in terms of how they want to proceed?

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

Immediate consideration should be given to how best to support and protect the victim and alleged perpetrator and any other children involved/impacted. Where the report involves rape and assault by penetration, the alleged perpetrator must be removed from any classes they share with the victim. There must also be careful consideration on how best to keep the victim and alleged perpetrator apart on school/college premises (including any before or after school activities) and on transport to and from the setting.

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

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

- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Searching, screening and confiscation at school](#)
- [Stop it Now Sexual Behaviours Traffic Light Tool](#)
- [DDSCP Thresholds Document](#)
- [DDSCP Safeguarding Children Procedures](#), in particular Children who present a risk of harm to others and Online Safety and Internet Abuse
- [When to call the police – guidance for schools and colleges](#)

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

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and if appropriate adult students and staff) at the school/college, especially any actions that are needed to protect them.
- When information can be disclosed to staff and others, including the alleged perpetrator and parents/carers.

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

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

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

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

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

6. Safer Recruitment and Selection of Staff

The academy has adopted best practice and 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 suffering harm from those they consider to be in positions of trust.

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

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding children at every stage of the process. This includes obtaining and scrutinising comprehensive objective and factual information about applicants. For example obtaining 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, application forms, person specifications, shortlisting, selection 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.](#)

Agency, Supply Staff, Training Providers and Contractors

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

Volunteers

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

'Extended school' and off site arrangements

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

child protection arrangements are in place. Where a child is placed with an alternative provision provider, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

Visitors to the academy

The premises provide a safe learning environment with secure access. This process includes ensuring the different types of 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](#).

On-going safeguarding of children

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

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

7. What staff should do when they have concerns about another staff member (including volunteers)

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

By doing so everyone in the school/college will:

- Create and embed a culture of openness, trust and transparency
- Help to identify concerning, problematic or inappropriate behaviour at an early stage
- Minimise risk of abuse
- Ensure that school/college staff are clear about professional boundaries and act within these, in accordance with the ethos and value of the institution

The school/college recognise there are two levels of allegation/concern

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

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

1. Allegations that may meet the harms threshold

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

- Behaved in a way that has harmed a child, or may have harmed a child and/or;

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

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

If you have concerns about another staff member

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

All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported without delay to the Headteacher/Principal. Where there are concerns allegations about the headteacher/principal this should be referred to the chair of governors/ chair of the management committee/proprietor. In a situation where there is conflict of interest in reporting the matter to the headteacher this should be reported directly to the Local Authority Designated Officer (LADO). The member of staff should make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc; this should then be signed and dated (see Appendix 3).

Looking after the welfare of the child

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

Investigating and supporting the person subject to the allegation

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

Allegations will be dealt with

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

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

- The Headteacher/Principal, or Chair of Governors should complete the [Derby and Derbyshire LADO Referral Form](#) and email to the responsible local authority; see other key safeguarding contacts list on page 12. The LADO on duty will then contact them within

one working day to discuss their referral. The discussion will consider the nature, content and context of the allegation and agree a course of action.

- When to inform the individual will be on a case by case basis, with guidance from the LADO, and where appropriate children's social care and the police.
- Where the subject of the allegation is a member of supply or contracted staff, the employment agency should be fully involved in any enquiries however the school/college will usually take the lead.
- Consideration will be given throughout to the support and information needs of pupils, parents and the subject of the allegation.
- Details of the allegation, any investigation, actions taken and the outcome category will be recorded as outlined in national and local guidance. Records will be kept confidential, held securely and comply with data protection legislation.
- If consideration needs to be given to the individual's employment, advice will be sought from HR or equivalent.

Non recent allegations

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

For further information about concerns which may meet the harms threshold see Noel-Baker Academy Staff Code of Conduct, Managing Allegations against Staff Policy, Complaints and Whistleblowing Policy.

2. Concerns that do not meet the harm threshold

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

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

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

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

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

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

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

For further information about the procedure for responding to low level concerns see (add name of school/college) Staff Code of Conduct, Managing Allegations against Staff Policy, Complaints and Whistleblowing Policy.

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 '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. Myconcern' 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.

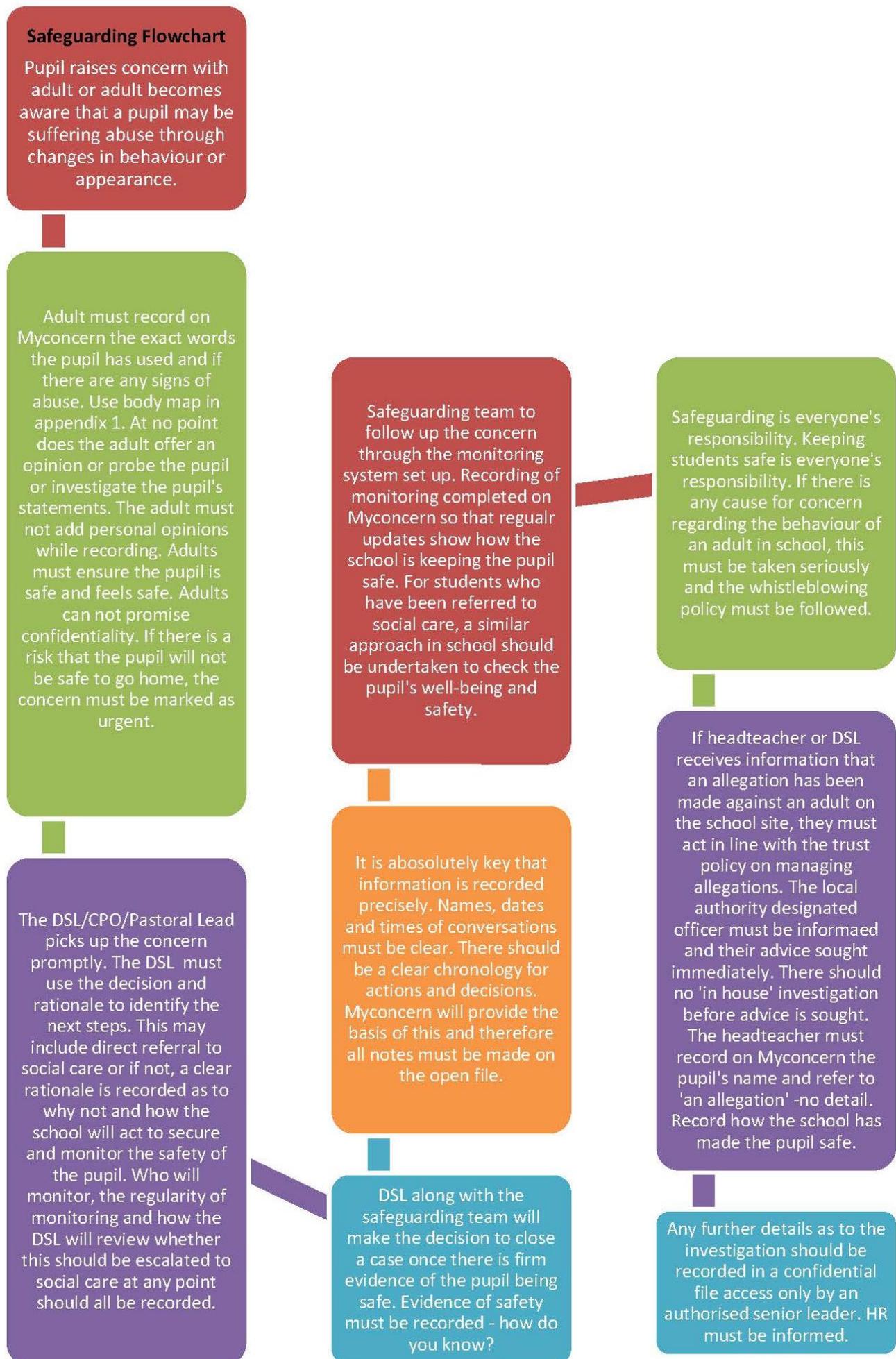
When adults in the school have a concern about a member of staff they should:

- 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.

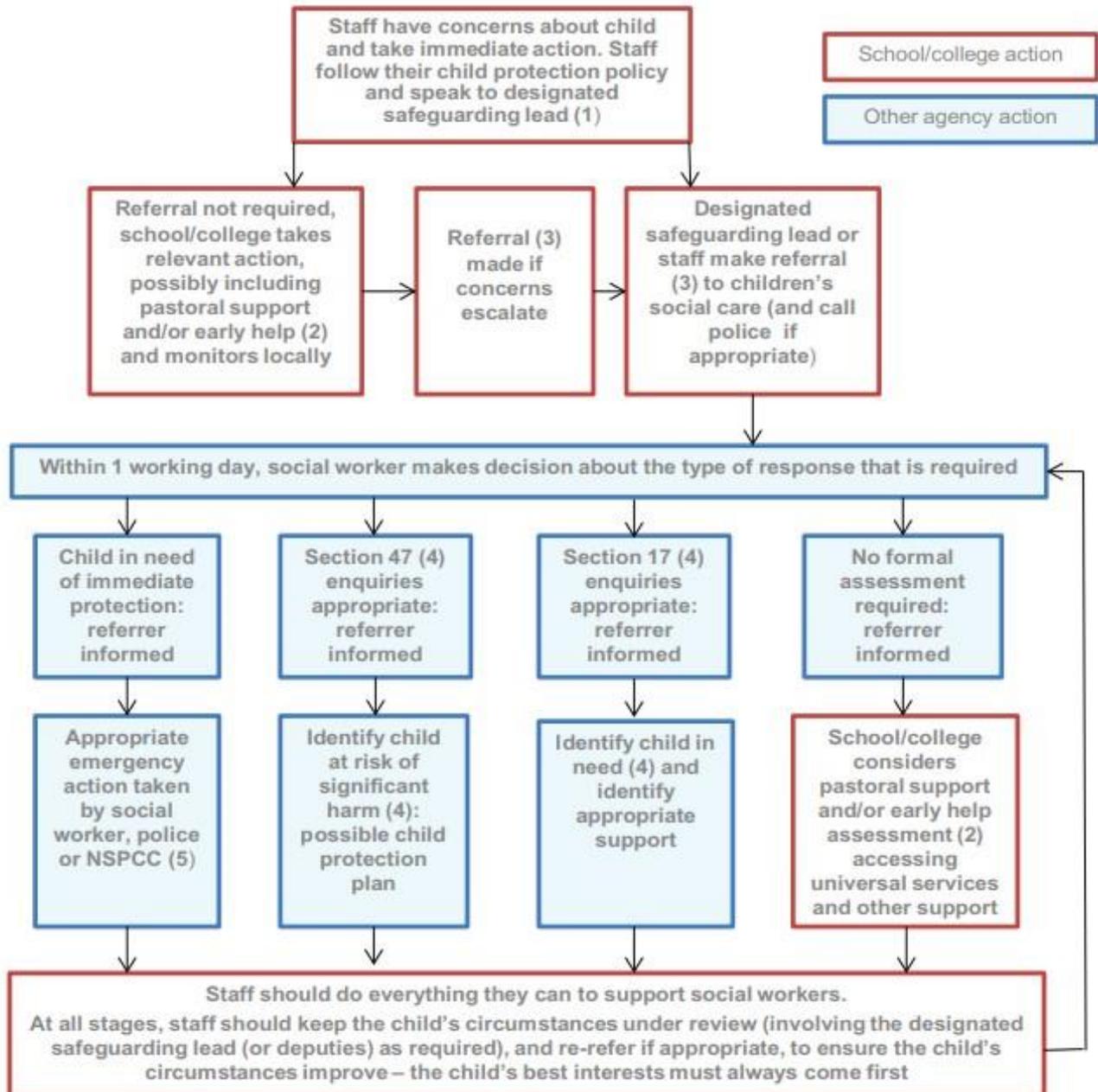
If the concern relates to the Director of the L.E.A.D. Academy Trust it is reported to the (Chief Executive Officer) CEO of the Trust.

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 (also known as Peer on Peer abuse). 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. See Appendix 12 – CSE and CCE including county lines.

Neglect

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

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

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

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

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

Some of the following signs may be indicators of neglect:

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

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:

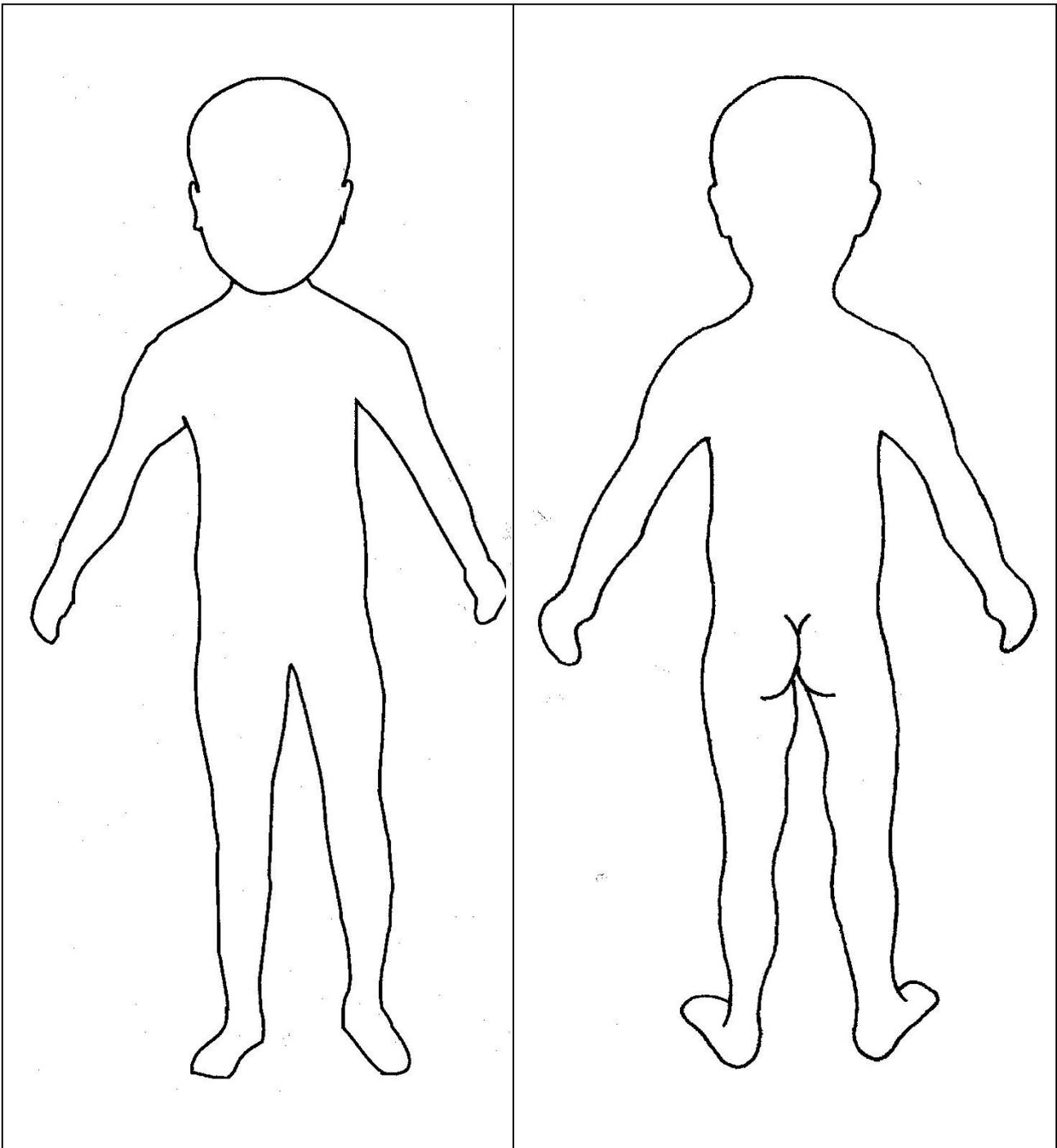
- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line ☐ Colour of injury - if more than one colour, say so ☐ Is the skin broken?
- Is there any swelling at the site 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?

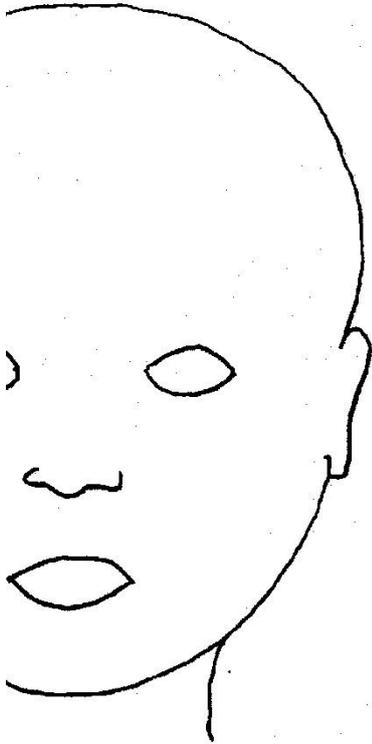
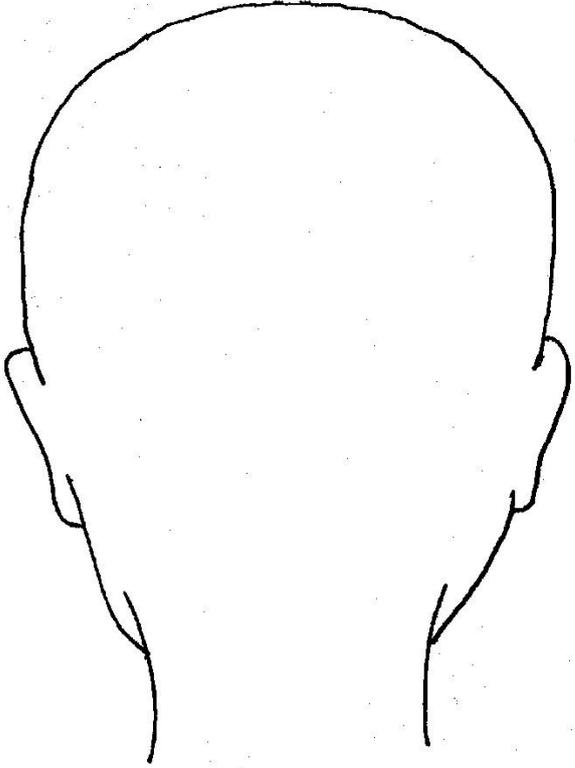
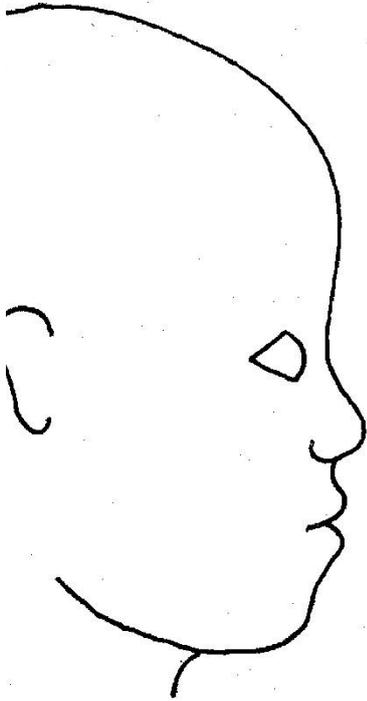
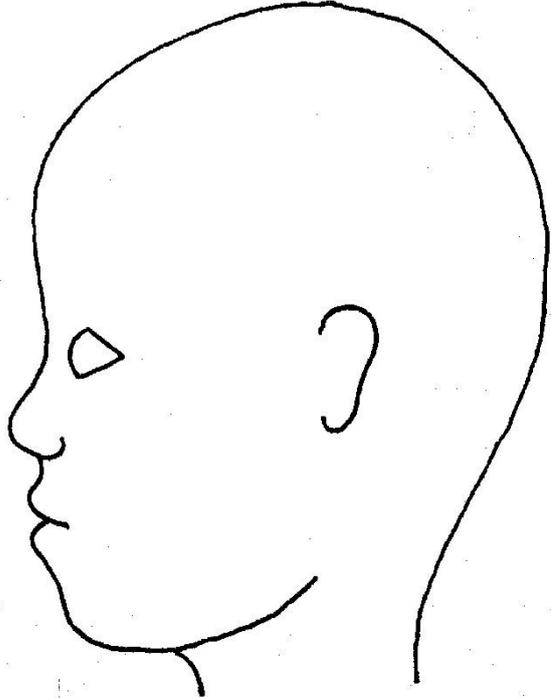
Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

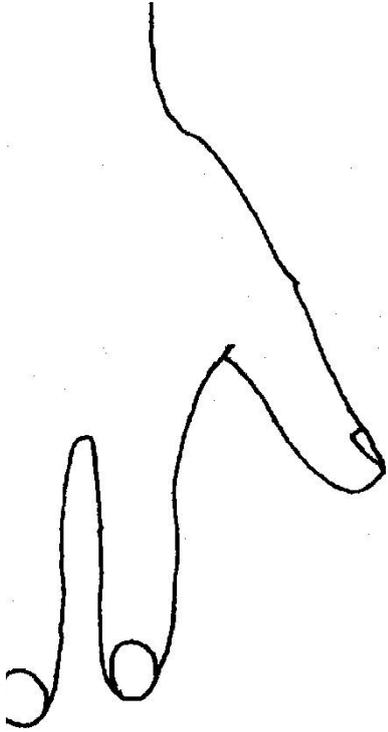
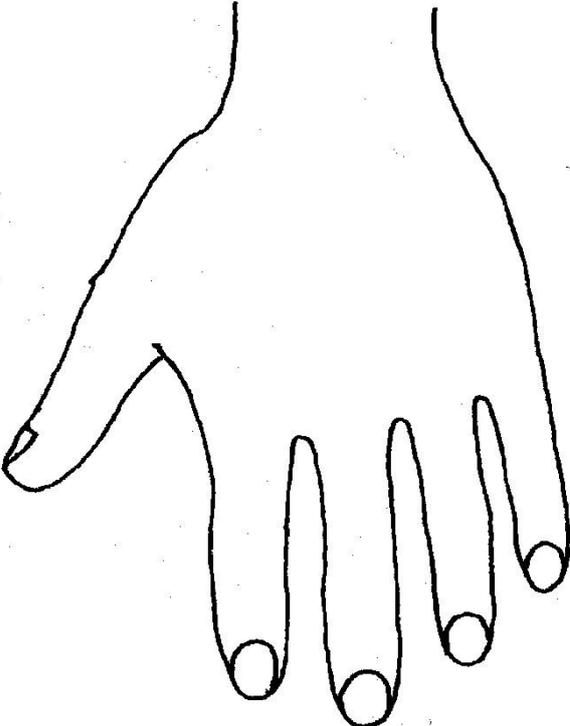
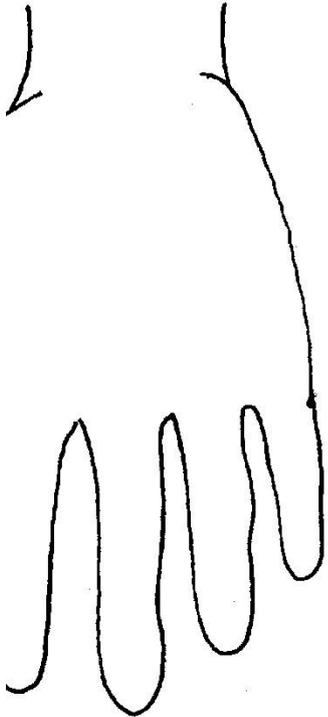
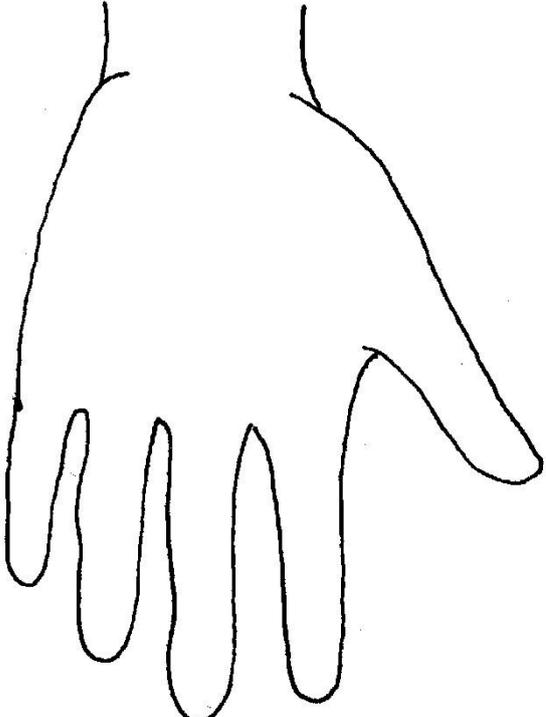
A copy of the body map should be kept on the child/young person's safeguarding/child protection file.

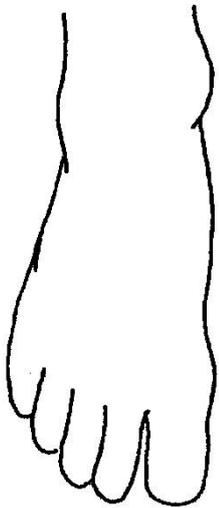
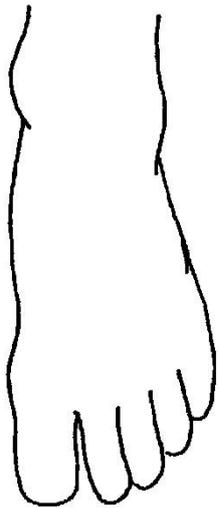
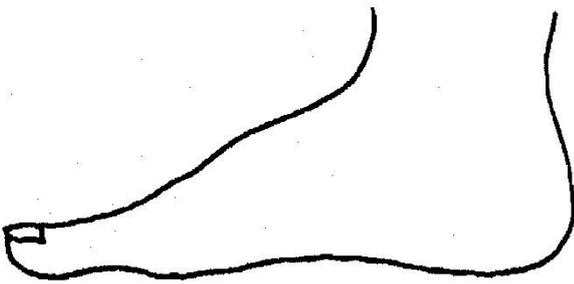
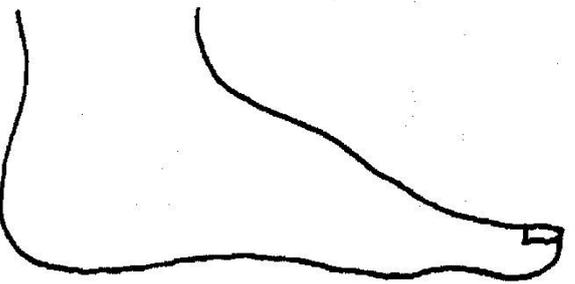
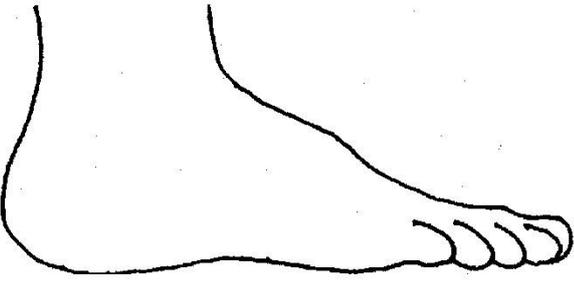
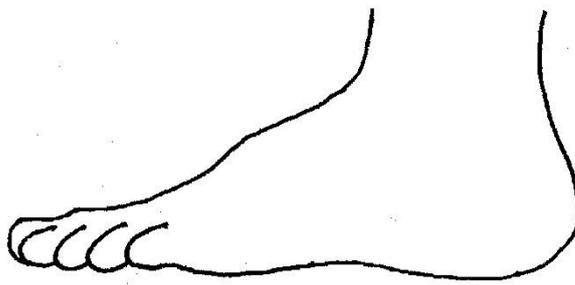
Body Map

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?

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

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

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

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

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

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse happens between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional, physical, developmental and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

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

Incidents of domestic abuse towards pregnant women are associated with poor obstetric outcomes in a number of ways, such as increased rates of miscarriage, premature birth, low birth weight, foetal injury and foetal death. Domestic abuse is a crime and should be reported to the Police.

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

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

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 8: 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.

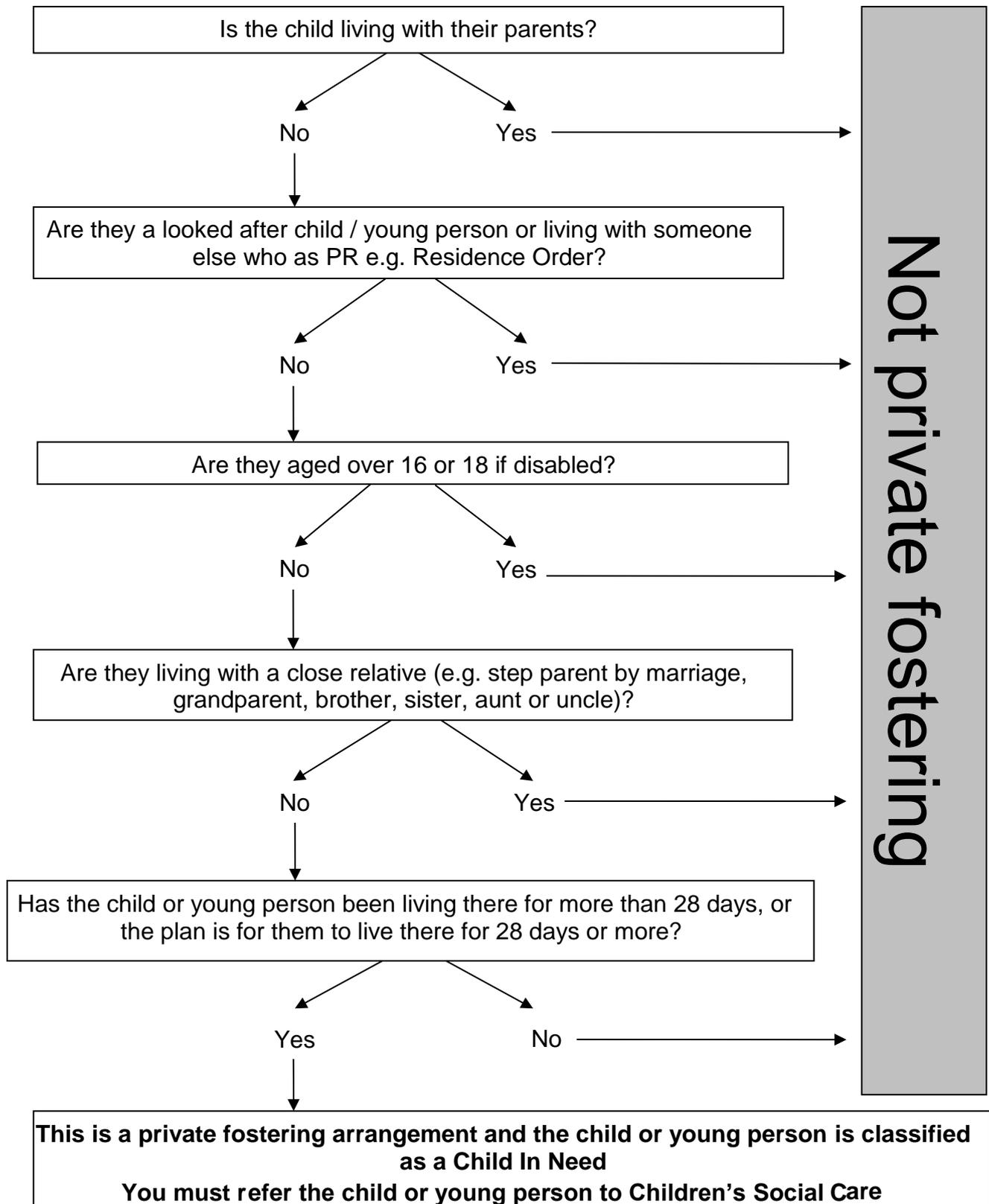
If you or your agency become aware of a child or young person living in a private fostering arrangement you must notify the Local Authority Children's Social Care by telephone in one working day and you will be asked to follow this up in writing. Children's Social Care can be contacted via the First 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. Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks. The Designated Safeguarding Lead and other senior leads in school will be familiar with the Prevent duty guidance: for England and Wales.

What is Radicalisation and Extremism?

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

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes callings 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 - feeling like an outsider, excluded from society, distance from cultural / religious heritage and issues of identity and belonging'
- Personal Crisis - family tensions; domestic abuse; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends on or offline; searching for answers to questions about identity, faith and belonging
- Personal Circumstances - migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet aspirations/lack of opportunities - perceptions of injustice; feeling of failure; rejection of community values
- Compounding factors - such as mental health problems or neurodiversity issues
- Criminality - experiences of imprisonment; previous involvement with criminal groups

As with managing other safeguarding risks, all staff should be alert to changes in 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:

Child Sexual Exploitation (CSE) and Criminal Child Exploitation (CCE), including county lines

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

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

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

Child Sexual Exploitation (CSE)

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

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. CSE may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. CSE can affect any child, including 16 and 17 year olds who can legally consent to have sex.

Child Criminal Exploitation (CCE)

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

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are

not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

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

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

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

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

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

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”.

It can happen locally as well as across the UK. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. They can also be targeted and recruited online using social media.

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

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

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

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

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

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

Also see:

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

National guidance

- [Criminal Exploitation of children and vulnerable adults: County Lines guidance](#) (2018) Home Office
- [Child Sexual Exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation](#) (2017), DfE
- [Modern slavery: how to identify and support victims](#) (2020) Home Office

Appendix 13: Information holding and sharing

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

This appendix sets out our strategy for improving prevention, and identifying and appropriately managing peer-on-peer abuse. It is reviewed annually, and updated as required, to ensure that it continually addresses the risks to which pupils are or may be exposed.

We recognise that all forms of improper behaviour are abuse, and will never be passed off as 'banter', 'just having a laugh', or 'part of growing up'.

We have decided not to use the term 'victim' and/or 'perpetrator'. This is because our academy takes a safeguarding approach to all individuals involved in concerns or allegations about peer-on-peer abuse, including those who are alleged to have been abused, and those who are alleged to have abused their peers. Research has shown that many children who present with harmful behaviour towards others, in the context of peer-on-peer abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers.

We have chosen to adopt a wide interpretation of our safeguarding responsibilities so that they apply to all pupils, regardless of age. Although the starting point is that our academy's response to peer-on-peer abuse should be the same for all pupils, regardless of age, there may be some different considerations to be made. Such as context, environment and whether there is any previous history.

Similarly, our response to incidents involving the exchange of 'youth involved' sexual imagery will need to differ depending on the age of the pupils involved. There is also likely to be a more significant criminal justice response in relation to any pupil responsible for abuse who is aged 18 or over.

What is peer-on-peer abuse?

Pupils can abuse other pupils. This is referred to as peer-on-peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Peer-on-peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault ;(this may include an online element that facilitates, threatens and/or encourages sexual violence);

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nude images and or video (also known as sexting or youth produced sexual imagery);
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Vulnerable Pupils

Any pupil can be vulnerable to peer-on-peer abuse due to the strength of peer influence during adolescence but some pupils are particularly vulnerable to abusing or being abused by their peers. Staff will be alert to signs of such abuse amongst all pupils, and individual and situational factors can increase a pupil's vulnerability to abuse by their peers. For example, an image of a pupil could be shared, following which they could become more vulnerable to peer-on-peer abuse due to how others now perceive them, regardless of any characteristics, which may be inherent in them and/or their family.

Some pupils may be more likely to experience peer-on-peer abuse because of certain characteristics such as sexual orientation, ethnicity, race or religious beliefs.

We also appreciate that peer group dynamics can also play an important role in determining a pupil's vulnerability to such abuse. For example, pupils who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable to peer-on-peer abuse. Pupils who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by their peers.

Research suggests that:

- Peer-on-peer abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up.
- Barriers to disclosure will also be different. As a result, we recognise that these will play out differently in single sex, mixed or gender- imbalanced environments,

- Pupils with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than those without SEND, and additional barriers can sometimes exist when recognising abuse in pupils with SEND.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a pupil's disability without further exploration;
- the potential for pupils with SEND to be disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs;
- communication barriers and difficulties, and overcoming these barriers.

A whole academy approach:

We believe that all pupils have a right to attend our academy and learn in a safe environment. Pupils should be free from harm. All staff understand, that even if there are no reports or concerns raised, it does not mean it is not happening; it may be the case that it is just not being reported.

School environment

At Noel-Baker Academy, we work to ensure we have conditions in which our pupils can aspire to, and realise, safe and healthy relationships fostering a whole-school culture:

o which is founded on the idea that every member of our academy community is responsible for building and maintaining safe and positive relationships, and helping to create a safe environment in which violence and abuse are never acceptable; and in which certain behaviour is not tolerated

o in which pupils are able to develop trusting relationships with staff, and in which staff understand, through regular discussion and training, the importance of these relationships in providing pupils with a sense of belonging, which could otherwise be sought in problematic contexts;

o in which pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to;

o respond to cases of peer-on-peer abuse promptly and appropriately,

o ensure that all peer-on-peer abuse issues are fed back to the academy safeguarding and DSL so that they can spot and address any concerning trends and identify pupils who may be in need of additional support;

o challenge the attitudes that underlie such abuse (both inside and outside the classroom).

Staff and Adults

At Noel-Baker Academy, we actively seek to raise awareness of and prevent all forms of peer-on-peer abuse by:

- Educating all governors, staff, pupils, and parents about this issue. This includes training all staff and governors, on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify, and respond to it. All staff are trained to meet low-level mental health difficulties.

This includes:

- contextual safeguarding
- the identification and classification of specific behaviours, including digital behaviours,
- the importance of taking seriously all forms of peer-on-peer abuse (no matter how 'low level' they may appear)
- ensuring that no form of peer-on-peer abuse is ever dismissed
- social media and online safety, including how to encourage children to use social media in and positive, responsible and safe way, and how to enable them to identify and manage abusive behaviour online
- Supporting the on-going welfare of pupils by using resources that prioritise mental health, and by providing in-school counselling and therapy to address underlying mental health needs
- working with all staff, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the academy community.

Pupils

We also ensure that we are educating pupils about the nature and prevalence of peer-on-peer abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via PSHE and the wider curriculum.

Pupils are regularly taught and reminded what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.

They are informed about the academy's approach to such issues, including its zero-tolerance policy towards all forms of peer-on-peer abuse. Educating pupils about consent includes teaching them basic facts about consent and the law on sexual activity.

Responding to concerns and disclosures

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours can lead to a culture of unacceptable behaviour, an

unsafe environment for children and in worst-case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

General principles

It is essential that all concerns and allegations of peer-on-peer abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our academy environment.

Any response will:

- include a thorough investigation of the concerns or allegations, and the wider context in which they may have occurred (as appropriate) – depending on the nature and seriousness of the alleged incident, it may be appropriate for the police and/or Children’s Social Care to carry out this investigation,
- treat all pupils involved as being at potential risk – while the pupil allegedly responsible for the abuse may pose a significant risk of harm to other pupils, they may also have considerable unmet needs and be at risk of harm themselves. We ensure that a safeguarding response is in place for both the pupil who has allegedly experienced the abuse, and the pupil who has allegedly been responsible for it,
- take into account:
 - a. That the abuse may indicate wider safeguarding concerns for any of the pupils involved, and consider and address the effect of wider sociocultural contexts – such as the pupil’s peer group (both within and outside the School); family; the academy environment; their experience of crime and victimisation in the local community; and the child’s online presence.
 - b. Consider what changes may need to be made to these contexts to address the pupil’s needs and to mitigate risk.
 - c. The potential complexity of peer-on-peer abuse and of pupil’s experiences, and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting.
 - d. The views of the pupils affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL will always (if appropriate) discuss the proposed action with the pupil/ pupils and their parents, and obtain agreement to any referral before it is made. We will manage the pupil’s expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so. It is particularly important to take into account the wishes of any child who has allegedly been abused, and to give that pupil as much control as is reasonably possible over decisions regarding how any investigation will be progressed and how they will be supported.

What we do if we suspect either that a pupil may be at risk of or experiencing abuse by their peers, or that a pupil may be at risk of abusing or may be abusing their peers

If a member of staff thinks for whatever reason that a pupil may be at risk of or experiencing abuse by their peers, or that a pupil may be at risk of abusing or may be abusing their peers, they will

record their concern on MyConcern, and if required discuss their concern with the DSL without delay so that a course of action can be agreed. Where a pupil is suffering, or is likely to suffer from harm, it is important that a referral to Children's Social Care (and, if appropriate, the police) is made immediately.

If a pupil speaks to a member of staff about peer-on-peer abuse that they have witnessed or are a part of, the member of staff will listen to the pupil and use open language that demonstrates understanding rather than judgement.

How our academy responds to concerns or allegations of peer-on-peer abuse

The DSL will discuss the concerns or allegations with the member of staff who has reported it and will take any immediate steps to ensure the safety of the pupil/all pupils affected.

Where any concerns or allegations indicate that indecent images of a pupil or pupils may have been shared online, the DSL will consider what urgent action needs to be taken in addition to the actions and referral duties set out in this procedure, to seek specialist help in preventing the images spreading further and removing the images from the internet.

DSLs will always use their professional judgement to:

- (a) assess the nature and seriousness of the alleged behaviour
- (b) determine whether it is appropriate for the alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required.

In borderline cases, the DSL may wish to consult with L.E.A.D DSLs, Children's Social Care and/or other relevant agencies in accordance with Derby and Derby Safeguarding Partnership's procedures to determine the most appropriate response.

Where the DSL considers or suspects that the alleged behaviour in question might be abusive or violent; or where the needs and circumstances of the individual pupils in question might otherwise require it; the DSL will contact Children's Social Care and/or the police immediately and, in any event, within 24 hours. The DSL will discuss the concerns or allegations with the agency and agree on a course of action, which may include:

- A. Manage internally with help from external specialists where appropriate and possible, where the alleged behaviour between peers is abusive or violent.
- B. Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of the child/children and their family. These services may, include family and parenting programmes, responses to emerging thematic concerns in extra familial contexts, specialist harmful sexual behaviour team, CAMHS and/or youth offending services.
- C. Refer the pupil/pupils to Children's Social Care for a section 17/47 statutory assessment. Where a pupil is suffering, or is likely to suffer from harm, it is important that a referral to Children's Social Care (and, if appropriate, a report to the police) is made immediately.

If an incident of peer-on-peer, abuse requires referral to and action by Children's Social Care and a strategy meeting is convened; we will hold every professional involved in the case accountable for

their safeguarding response - to both the pupil who has experienced the abuse, and the pupil who was responsible for it. We will also consider the contexts to which the abuse was associated.

D. Report alleged criminal behaviour to the police. Alleged criminal behaviour will ordinarily be reported to the police.

All concerns or allegations will be assessed on a case-by-case basis, and in light of the wider context.

Safety plans

The School will always carry out a safety plan in respect of:

- any pupil who is alleged to have behaved in a way that is considered to be abusive or violent,
- any pupil who has reportedly been abused or affected by the alleged abusive or violent behaviour by another pupil, or
- any pupil who may be at risk due to the alleged abusive or violent behaviour by another pupil as deemed appropriate by the DSL.

Where it is alleged that a pupil has behaved in a way that is considered to be inappropriate or problematic (as opposed to abusive or violent), the DSL will use their professional judgment – based on the particular concerns and/or allegations raised, and the needs and circumstances of the individual pupils in question. This will help to determine whether it would be appropriate to contact Children's Social Care, and to carry out a safety plan.

Careful judgment and consideration are required as to whether alleged behaviour, which might be judged inappropriate by an adult, might actually be harmful to another pupil. Consultation is recommended with Children's Social Care if there is any doubt about this.

Careful consideration should also be given to a range of factors, including the context, severity of the alleged behaviour, impact of the alleged behaviour on others, risk to others, and whether there are any patterns of behaviour occurring.

Where other pupils are identified as witnesses to alleged abuse or violence, consideration will also be given by the DSL to whether there might be any risks to those pupils, and whether a safety plan would be appropriate in relation to any risks presenting to them

Disciplinary action

At Noel-Baker Academy, we may consider whether disciplinary action is appropriate for any pupil/pupils involved. However, if there are police proceedings underway, or there could be, it is crucial that we work in partnership with the police and/or Children's Social Care before making any decisions.

Where a matter is not of interest to the police and/ or Children's Social Care, we may still consider the most appropriate action to take to ensure positive behaviour management.

Disciplinary action may sometimes be appropriate, including:

- (a) Ensure that the pupil/pupils take(s) responsibility for and realise(s) the seriousness of their behaviour.
- (b) Demonstrate to the pupil/pupils and others that peer-on-peer abuse can never be tolerated.
- (c) Ensure the safety and wellbeing of other pupils.

Before deciding on appropriate action, we will always consider our duty to safeguard all pupils in our care from harm; the underlying reasons for a pupil's behaviour; any unmet needs, or harm or abuse suffered by the pupil; the risk that the pupil may pose to other pupils; and the severity of the peer-on-peer abuse and the causes of it.

Where appropriate, we will consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognizing that even if this is ultimately necessary, some of the measures referred to may still be required.

Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other pupils in the academy.

Disciplinary interventions alone are rarely able to solve issues of peer-on-peer abuse, and the academy will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forwards.

Appendix 15 - Sexual violence and sexual harassment between pupils in schools

Context

Sexual violence and sexual harassment can occur between two pupils of any age and sex from primary through to secondary stage. It can occur through pupils sexually assaulting or sexually harassing a single pupil or group of pupils. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and neither are acceptable. As set out in part one of Keeping Children Safe in Education (KCSIE), all staff working in our academy maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Pupils, who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing. This can adversely affect their educational attainment, which can be exacerbated if the alleged perpetrator(s) attends the same academy. As set out in part one of KCSIE, we are aware that safeguarding incidents and/or behaviours can be associated with factors outside the academy, including intimate personal relationships (see also sections of pupil sexual exploitation and coercive and controlling behaviour at paragraph 32 of KCSIE).

However, it is essential that all victims are reassured that they are being taken seriously, that they will be supported and that we will work to keep them safe alongside other support agencies. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. Along with providing support to pupils who are victims of sexual violence or sexual harassment, we need to provide the alleged perpetrator(s) with education, safeguarding support as appropriate and implement any disciplinary sanctions. A pupil abusing another pupil may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of our academy. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other pupils and staff are supported and protected as appropriate.

For the purposes of this document, we use the term 'victim'. It is a widely recognised and understood term. It is important that we recognise that not everyone who has been subjected to sexual violence and/or sexual harassment considers themselves a victim or would want to be described in this way. Therefore, we are conscious of this when managing any incident and are prepared to use any term with which the individual pupil is most comfortable.

We also use term 'alleged perpetrator(s)'. Again, this is a widely used and recognised term and the most appropriate to aid effective drafting of advice. However, we will always think very carefully

about terminology, especially when speaking in front of pupils, not least because in some cases the sexual behaviour will have been harmful to the perpetrator as well.

At Noel-Baker Academy, we make it clear to all in our community that there is a zero-tolerance approach to sexual violence and sexual harassment, it is never acceptable, and it will not be tolerated. It will never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. We will challenge physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras, lifting skirts and up-skirting.

We know that dismissing or tolerating such behaviours risks normalising them; and that not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour. An unsafe environment and in the worst case, a culture that normalises abuse, leads pupils to accept it as normal and not come forward to report it.

Vulnerable Pupils

At Noel-Baker Academy, we understand that any form of abuse can be driven by wider societal factors beyond the academy, such as everyday sexist stereotypes and sexist language. Therefore, a whole academy approach (especially in preventative education) is important.

Pupils with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND pupils. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil’s disability without further exploration.
- The potential for pupils with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs.
- Communication barriers and difficulties overcoming these barriers.

Any reports of abuse involving pupils with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the special educational needs co-ordinators (SENCOs). Peers can also target pupils who are lesbian, gay, bi, or trans (LGBTQ+). In some cases, a pupil who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

What is sexual violence and sexual harassment?

Sexual violence

It is important that all our staff are aware of sexual violence and the fact pupils can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of the academy.

When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003¹³⁵ as described below:

Rape: A person – (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration - A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault - A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (We are aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing or coercing someone to engage in sexual activity without consent - A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent.](#)

However:

- A pupil under the age of 13 can never consent to any sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of the academy. When we reference sexual harassment, we do so in the context of pupil-on-pupil sexual harassment. Sexual harassment is likely to: violate a pupil's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names.
- Sexual “jokes” or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature.
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence:
 - up skirting (is a criminal offence¹⁴¹);
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats.

It may also include consensual and non-consensual sharing of nudes and semi-nude images and/or videos.

It is important to differentiate between consensual sexual activity between pupils of a similar age and that which involves any power imbalance, coercion, or exploitation.

Due to their additional training, the designated safeguarding lead (or deputy) will be involved and, lead our response. If in any doubt, they will always seek expert advice.

Consensual image sharing, especially between older pupils of the same age, may require a different response. It might not be abusive – but pupils still need to know it is illegal- whilst non-consensual is illegal and abusive.

Harmful sexual behaviour

Pupils’ sexual behaviour exists on a wide continuum, from normal and developmentally expected to, inappropriate, problematic, abusive, and violent. Problematic, abusive, and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. An umbrella term is “harmful sexual behaviour” (HSB).

HSB can occur online, face to face and occur simultaneously between the two. HSB will always be considered in a pupil protection context.

When considering HSB, ages and the stages of development of the pupils are critical factors. Sexual behaviour between pupils can be considered harmful if one of the pupils is much older, particularly if there is more than two years’ difference or if one of the pupils is pre-pubescent and the other is not. However, a younger pupil can abuse an older pupil, particularly if they have power over them, for example, if the older pupil is disabled or smaller in stature.

With regard to consensual image sharing, it might not be abusive – but pupils still need to know it is illegal- whilst non-consensual is illegal and abusive.

It is important that the designated safeguarding lead (and their deputies) have a good understanding of HSB, so it will always form part of our safeguarding training. This will aid in planning preventative education, implementing preventative measures, drafting, and embedding an effective safeguarding policy.

A whole academy approach:

We believe that all pupils have a right to attend our academy and learn in a safe environment. Pupils should be free from harm. All staff understand, that even if there are no reports or concerns raised, **it does not mean it is not happening**; it may be the case that it is just not being reported.

Academy environment

At Noel-Baker Academy, we work to ensure we have conditions in which our pupils can aspire to, and realise, safe and healthy relationships whilst fostering a whole academy culture:

- which is founded on the idea that every member of our academy community is responsible for building and maintaining safe and positive relationships, and helping to create a safe environment in which violence and abuse are never acceptable, and in which certain behaviour is not tolerated;
- in which pupils can develop trusting relationships with staff, and in which staff understand, through regular discussion and training, the importance of these relationships in providing pupils with a sense of belonging, which could otherwise be sought in problematic contexts,
- in which pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to;
- respond to cases of sexual violence and/or harassment promptly and appropriately;
- ensure that all sexual violence and/or harassment issues are fed back to the academy safeguarding team and DSL so that they can spot and address any concerning trends and identify pupils who may need additional support;
- challenge the attitudes that underlie such abuse (both inside and outside the classroom).
-

Our academy's response to a report of sexual violence or sexual harassment

At Noel-Baker Academy, we have safeguarding procedures about sexual violence and sexual harassment that are transparent, clear, and easy to understand for staff, pupils, parents and carers. Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies support us to make calm, considered and appropriate responses to any report. Our systems enable pupils to confidently report abuse, sexual violence and sexual harassment, knowing their concerns will be treated seriously, and that they can safely express their views and give feedback.

The initial response to a report from a pupil is incredibly important. How we respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment

to come forward. If we do not recognise, acknowledge or understand the scale of harassment and abuse or downplay some behaviours, then it could lead to a culture of unacceptable behaviour.

General principles

Any response will:

- include a thorough investigation of the concerns or allegations, and the wider context in which they may have occurred (as appropriate). Depending on the nature and seriousness of the alleged incident, it may be appropriate for the police and/or children's social care to carry out this investigation;
- treat all pupils involved as being at potential risk – while the pupil allegedly responsible may pose a significant risk of harm to other pupils, they may also have considerable unmet needs and be at risk of harm themselves. We make sure that a safeguarding response is in place for both the victim and alleged perpetrator;
- consider:
 - a. that the report may indicate wider safeguarding concerns for other pupils involved, and consider and address the effect of wider sociocultural contexts – such as the pupil's peer group (both within and outside the academy); family; the academy environment; their experience of crime and victimisation in the local community; and the pupil's online presence;
 - b. what changes may need to be made to these contexts to address the pupil's needs and to mitigate risk;
 - c. the potential complexity and of pupil's experiences, and the interplay between power, choice, and consent. While pupils may appear to be making choices, if those choices are limited, they are not consenting;
 - d. the views of the pupils affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL will always (if appropriate) discuss the proposed action with the pupil/ pupils and their parents, and obtain agreement to any referral before it is made. We will manage the pupil's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so. It is particularly important to consider the wishes of the victim, and to give that pupil as much control as is reasonably possible over decisions regarding how any investigation will be progressed and how they will be supported.

What we do if we suspect either that a pupil may be at risk of or experiencing sexual violence or harassment?

If a member of staff thinks for whatever reason that a pupil may be at risk of or experiencing sexual violence and harassment, they will record their concern onto MyConcern, and if required discuss with the DSL immediately so that a course of action can be agreed. Where a pupil is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, the police) is made immediately.

If a pupil speaks to a member of staff about sexual violence and harassment that they have witnessed or are a part of, the member of staff will listen to the pupil using language that demonstrates understanding rather than judgement.

Where any concerns or allegations indicate that the report includes an online element, the key consideration is for staff not to view or forward illegal images of a pupil. In most cases, it will be

more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

It is also important to not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff will only share the report with those people who are necessary to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.

Indecent images of a pupil or pupils may have already been shared online; the DSL will consider what urgent action needs to be taken in addition to seeking specialist help to prevent the images spreading further and removing the images from the internet.

DSLs will always use their professional judgement to:

- Assess the nature and seriousness of the alleged behaviour.
- Determine whether it is appropriate for the alleged behaviour to be to be dealt with internally and whether any external specialist support is required.

In borderline cases, the DSL may wish to consult with L.E.A.D DSLs, childrens's social care and/or other relevant agencies in accordance with the Local Safeguarding Partnership's procedures to determine the most appropriate response.

Where the DSL considers or suspects that the alleged behaviour in question might be abusive or violent; or where the needs and circumstances of the individual pupils in question might otherwise require it; the DSL will contact children's social care and/or the police immediately and, in any event, within 24 hours. The DSL will discuss the concerns or allegations with the agency and agree on a course of action, which may include:

- Manage internally with help from external specialists where appropriate and possible, where the alleged behaviour is abusive or violent.
 - Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of the pupil/pupils and their family. These services may, include family and parenting programmes, responses to emerging thematic concerns in extra familial contexts, specialist harmful sexual behaviour team, CAMHS and/or youth offending services.
 - Refer the pupil/pupils to children's social care for a section 17/47 statutory assessment. Where a pupil is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, a report to the police) is made immediately.
 - Report alleged criminal behaviour to the police. Alleged criminal behaviour will ordinarily be reported to the police. Rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.
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Concerns and allegations where there is police involvement

Where a report has been made to the police, we will consult with them and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. Together we will also agree the best way to protect the victim and their anonymity. The police will also consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance.

Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People RUI can have no conditions attached to their release from custody and it is possible for a person on bail to have no conditions.

Whatever arrangements are in place, we will consider what additional measures may be necessary to manage any assessed risk of harm that may arise, particularly to the additional stress and trauma to a victim. As well as the potential for the suspected person to intimidate the victim or a witness. We will ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person. Throughout the process, we will always liaise with the police to develop a balanced set of arrangements.

Managing any delays in the criminal process

There may be delays in any case that is being progressed through the criminal justice system. We do not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator(s), and other pupils. The risk assessment will help inform any decision.

Whilst protecting pupils and/or taking any disciplinary measures against the alleged perpetrator(s), the DSL will work closely with the police (and other agencies as required), to ensure any actions taken do not jeopardise the police investigation. If we have any questions, we will always consult with the police.

The end of the criminal process

If a pupil is convicted or receives a caution for a sexual offence, we will update the risk assessment, ensure relevant protections are in place for all pupils and consider any suitable action in line with the behaviour policy. This process will include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remain(s) in the same academy as the victim, we will be very clear as to their expectations regarding the perpetrator(s) now they have been convicted or cautioned.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils in the academy. It is important that we ensure both the victim and alleged perpetrator(s) remain protected, especially from any bullying or harassment (including online).

Where cases are classified as “no further action” (NFA’d) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. XXXX Academy will discuss any decisions with the victim and continue to offer support. The alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience

All concerns or allegations will be assessed on a case-by-case basis, and consider the wider context.

Anonymity

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, we will always be mindful of anonymity, witness support and the criminal process in general so we can offer support and act appropriately. We will do all we reasonably can to protect the anonymity of any pupils involved in any report of sexual violence or sexual harassment. This means carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the pupils involved.

We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims’ identities.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment will consider:

- The victim, especially their protection and support.
- Whether there may have been other victims.
- The alleged perpetrator(s).
- All the other pupils (and, if appropriate, adult and staff) at the academy , especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments will be recorded, filed on MyConcern, and kept under review. We will consider the risks posed to all their pupils and put adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) should ensure they are engaging with children’s social care and specialist services as required. Any professional assessments will be used to inform our support, how we protect the pupils and in updating our own risk assessment.

Unsubstantiated, unfounded, false, or malicious reports

If a report is determined to be unsubstantiated, unfounded, false, or malicious, the designated safeguarding lead will consider whether the pupil and/or the person who has made the allegation needs help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the individual who made it as per our behaviour policy.

Ongoing response

Victim

Wherever possible, the victim if they wish, will be able to continue in their normal routine. The priority will always be to make the victim's daily experience as normal as possible, so that our academy is a safe space for them.

We will consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. We are aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).

Our response will always be proportionate and tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

When it is clear that ongoing support will be required, the DSL will check with the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to. The choice of any such adult should be the victim's (as far as reasonably possible).

We understand that a victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. We will try to avoid any action that might isolate the victim, from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. If this is required, then we will provide a physical space for victims to go to. It may be necessary for us to have these arrangements in place to protect and support the victim for a long time.

It is important that we do everything we reasonably can to protect the victim from bullying and harassment because of any report they have made. If the trauma results in the victim being unable to remain at our academy, alternative provision or a move to another education setting will be considered to enable them to continue to receive suitable education. This will only be at the request of the victim (and following discussion with their parents or carers). If the victim does move to another setting (for any reason), the new setting will be made aware of any ongoing support needs by the DSL.

Alleged Perpetrator

Whilst we support the victim in these cases, we understand that we also have a duty to provide the alleged perpetrator(s) with education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and will, occur at the same time if necessary.

We know that a pupil abusing another pupil may be a sign they have been abused themselves or a sign of wider issues that require addressing. We will always work with professionals as required to understand why a pupil may have abused a peer. It is important to remember that, as a pupil, any alleged perpetrator(s) is entitled to, deserving of, and will be provided with, a high level of support to help them understand and overcome the reasons for their behaviour and help protect other pupils by limiting the likelihood of them abusing again.

At Noel-Baker Academy, we consider the age and the developmental stage of the alleged perpetrator(s) and nature and frequency of the allegations. Any pupil will likely experience stress because of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

We will consider the proportionality of the response. Support (and sanctions) will carefully be considered on a case-by-case basis. The pupil may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other pupils. We know that research suggests that HSB in young pupils may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. We will always seek and take advice, as appropriate, from children's social care, specialist sexual violence services and the police.

Our academy can be a significant protective factor for pupils who have displayed HSB, and we will work to make sure that the pupil has continued access to the academy, with a comprehensive safeguarding management plan in place. However, if the placement breaks down or remaining in our academy is no longer deemed appropriate or safe, then a move of settings will be considered along with other relevant agencies. If an alleged perpetrator(s) does move to another setting (for any reason), the DSL will ensure that they are made aware of any ongoing support needs and where appropriate, potential risks to other pupils, adult students, and staff. The DSL will ensure this happens as well as transferring the pupil protection file.

Disciplinary actions

Disciplinary action can be taken whilst other investigations by the police and/or Children's Social Care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent us from coming to our own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly. This will be carefully considered on a case-by-case basis.

We will consider if, by taking any action, it would prejudice an investigation and/or any subsequent prosecution. The DSL will liaise with the police and/or children's social care to decide.

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, occur at the same time if necessary. We will be very clear as to what our approach is.

- One response is preventative or forward-looking action to safeguard the victim and/or the perpetrator(s), especially if we have concerns that a perpetrator themselves may have been a victim of abuse;
- and another response is disciplinary action to punish a perpetrator for their past conduct.

Again, we will be very clear as to which category any action we take falls or whether it is really both and will ensure that the action complies with the law relating to each relevant category.

Supporting other Pupils

At Noel-Baker Academy, we will support pupils who may have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required.

Following any report of sexual violence or sexual harassment, it is likely that some pupils will take "sides". We will all we can to ensure both the victim and alleged perpetrator(s), and any witnesses, are not being bullied or harassed.

We recognise that social media is very likely to play a central role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator(s) and a very high likelihood that friends from either side could harass the victim or alleged perpetrator(s) online and/or become victims of harassment themselves.

As we have a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable or tolerated. Which sits alongside a strong preventative education programme. These will support and help create an environment in which all pupils at the school are supportive and respectful of their peers when reports of sexual violence or sexual harassment are made.

Record Keeping

All concerns and allegations will be logged onto MyConcern along with all discussions, decisions made, and the reasons for those decisions. Records and MyConcern data will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour and places can be identified, and addressed.

We keep our policies, processes, and curriculum under constant review to protect all pupils. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that will be addressed by updating relevant policies, processes, or relevant parts of the curriculum.

Support

Specialist Organisations

- Barnardo's - UK charity caring for and supporting some of the most vulnerable pupils and young people through their range of services.
- Lucy Faithful Foundation - UK-wide pupil protection charity dedicated to preventing pupil sexual abuse. They work with families affected by sexual abuse and run the confidential Stop it Now! Helpline.
- Marie Collins Foundation – Charity that, amongst other things, works directly with pupils, young people, and families to enable their recovery following sexual abuse.
- NSPCC - Children's charity specialising in child protection with statutory powers enabling them to act and safeguard pupils at risk of abuse.
- Rape Crisis - National charity and the umbrella body for their network of independent member Rape Crisis Centres.
- UK Safer Internet Centre - Provides advice and support to pupils, young people, parents, carers, and schools about staying safe online.

Support for Victims

- Anti-Bullying Alliance - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.
- Rape Crisis - Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.
- The Survivors Trust- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence, and child sex abuse.
- Victim Support - Supporting pupils and young people who have been affected by crime. Also provides support to parents and professionals who work with pupils and young people – regardless of whether a crime has been reported or how long ago it was.
- Childline provides free and confidential advice for pupils and young people

Toolkits

- Childnet - STAR SEND Toolkit equips, enables, and empowers educators with the knowledge they need to support young people with special educational needs and disabilities.
 - Childnet - Just a joke? provides lesson plans, activities, a quiz and teaching guided signed to explore problematic online sexual behaviour with 9–12-year-olds.
 - Childnet - Step Up, Speak Up a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
 - Preventing Harmful Sexual Behaviour toolkit by the Lucy Faithfull Foundation, the toolkit contains links to useful information, resources, and support, including practical tips to prevent HSB.
 - NSPCC - Harmful sexual behaviour framework an evidence-informed framework for pupils and young people displaying HSB.
 - Contextual Safeguarding Network – Beyond Referrals - Schools levers for addressing HSB in schools.
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Support for parents/carers

- NCA CEOP Thinkuknow advice for parents: - Advice/resources on how to approach and deal with concerns about what pupils may be doing online including advice about how to help challenge harmful sexual attitudes and how to start a conversation to support positive sexual behaviour
- Childnet: Advice for parents and carers to keep pupils safe online - Advice and resources to help parents and carers keep pupils safe online.
- How Can I Help My Child? - Marie Collins Foundation – Sexual Abuse Online
- Parentsafe - London Grid for Learning - Detailed advice/resources covering various issues such as online safety, apps, and how to report concerns.
- Parentzone - Provides expert information and resources to help make the internet work for families.

Peer-on-peer / sexual violence or harassment: risk and needs assessment and version record

Notes on using this template:

(1) Use “Pupil A” and “Pupil B” to signify the pupils involved. This is because we wish to avoid assigning guilt until a formal investigation has been conducted by the appropriate authorities.

(2) Consider each question/consideration from the perspective of both pupils and be sure to do this in collaboration with them. Also consider the impact on, and needs of, the wider school community, and record any concerns or actions in the most appropriate column.

(3) Work with the local multi-agency safeguarding hub when conducting this risk assessment and update it in response to any advice they provide. Some of the prompts may require input from other agencies. Add specific questions and considerations based on the nature of each incident and on the advice provided.

(4) Keep track of the changes you make:

- Create a new copy of the document.
- Update the version number at the top of the risk assessment.
- Record what has changed in the update log (at the end of the document).
- Save the most recent version of the risk assessment in the appropriate places (for example, the pupil’s safeguarding file).

(5) This should be a living document – you may need to update it as often as daily based on conversations with, and feedback from, the pupils and parents involved, feedback from staff, guidance from MASH, or information from the police and children’s social care.

AREA OF RISK	CONSIDERATIONS	PUPIL 'A'	PUPIL 'B'	ADDITIONAL INFORMATION	ACTIONS
Details of the incident	<p>How serious is the incident? Was it a crime?</p> <p>Do we need to make arrangements to limit contact between the pupils involved? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes)</p> <p>How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident?</p>				

Social risks	<p>Do the pupils share a peer group? Are people in their friendship group likely to take sides?</p> <p>Do they all attend our academy?</p> <p>Do other people know about the incident? Do those people understand:</p> <ul style="list-style-type: none"> ○ Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing ○ The importance of confidentiality ○ If, and how, they may need to be involved in any further investigations <p>Are they likely to be the subject of gossip, bullying or further harassment?</p> <p>Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)?</p> <p>Do they risk being alienated from their friend group(s) as a result of this incident?</p>				
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AREA OF RISK	CONSIDERATIONS	PUPIL 'A'	PUPIL 'B'	ADDITIONAL INFORMATION	ACTIONS
Physical risks	<p>Do they feel, or continue to feel, physically threatened by the other pupil?</p> <p>Do you have reason to believe they pose a continued risk to the safety and wellbeing of the victim, or other pupils and staff?</p> <p>Are they at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers)</p> <p>Do they share classes/break times/etc.?</p> <p>Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of the academy? How can such contact be limited?</p>		.		

AREA OF RISK	CONSIDERATIONS	PUPIL 'A'	PUPIL 'B'	ADDITIONAL INFORMATION	ACTIONS
Environmental risks	<p>Do they live in a home where violence or abuse has occurred?</p> <p>Do they live in/near an area or location known to police to be high risk for sexual harassment or assault?</p> <p>Are they active on social media? If so, how? Do they know how to protect themselves from online grooming?</p> <p>What activities do they take part in outside of the academy?</p> <p>Are parents clear about:</p> <ul style="list-style-type: none"> ○ How the academy (and partner agencies) are handling the incident ○ Confidentiality ○ The conduct expected of them while an investigation is ongoing 	.	.		

	UPDATES MADE	REASONS FOR UPDATES	UPDATES MADE BY

Appendix 16: Guidance/Further Information

Local safeguarding information

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