Document owner	Etwall Primary School	**Approved by:**	FGB
Author:	DCC; Sarah Bentley	**Minute number:**	16/23-24/HH
Version:	September 2023	**Next Review**	September 2024
Signed by Chair of Governors		**Signed by Headteacher**	
This policy has been reviewed on 03/08/2023 and has been impact assessed in the light of all other school policies and the Equality Act 2010.			

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

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented

ETWALL PRIMARY SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY

Derby and Derbyshire
Safeguarding/Child Protection Policy for Education Providers
July 2023

This template policy has been developed and updated by representatives from the Derby and Derbyshire Safeguarding Children Partnership (DDSCP) Derby and Derbyshire Education subgroups. The DDSCP education subgroups have approved and signed off the template policy.

The template policy reflects Keeping Children Safe in Education (KCSIE) September 2023 as well as other relevant national guidance and local safeguarding children policies and procedures.

The template policy has been developed to support Derby and Derbyshire schools and education providers in their safeguarding practice and ***must be tailored to reflect the individual education setting and its own internal provisions, vision, and ethos.*** *Additional information should also be included to reflect the needs of learners, their parents/carers and the community in which the establishment is located.* ***Reference should also be made to the individual school's networks with other education establishments, local and community organisations and businesses.***

The school child protection/safeguarding policy must be reviewed annually, as a minimum, and updated if needed to incorporate safeguarding issues as these emerge or evolve, lessons learnt and national or local changes.

Note: Schools with early years provision ***should*** *also ensure that relevant references to the statutory Early years foundation stage (EYFS) statutory framework are included in their safeguarding/child protection policy.*

For more details of DDSCP Derby and Derbyshire Education subgroups, please see the Derby and Derbyshire Safeguarding Children Partnership website www.ddscp.org.uk.

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We all have a statutory duty to safeguard and promote the welfare of children and to maintain a professional attitude of '*it could happen here*' where safeguarding is concerned.

Safeguarding and the promoting of the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

When there are concerns about the welfare of a child, staff members will always act in the best interests of the child. We facilitate a **whole school** and **child-centred approach** to safeguarding, meaning that we ensure safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development. We know that ultimately, all systems, processes and policies should operate with the **best interests of the child** at their heart.

Section 1: Introduction

This child protection/safeguarding policy outlines how the school/college will safeguard and promote children's welfare to keep our learners safe from abuse, neglect, and exploitation.

The policy applies to all adults, including volunteers, governors/trustees, supply staff and contractors working in or on behalf of the setting.

Safeguarding and promoting the welfare of children is defined as:

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

Children includes everyone under the age of 18.

We help to keep children safe by:

- Providing safe environments, with secure access, where children can learn and develop
- Acting in the best interests of children to protect them online and offline, including when they are receiving remote education
- At the earliest opportunity, identifying children who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by other children), grooming or exploitation
- Taking timely and appropriate safeguarding action for children who need extra help or who may be suffering, or likely to suffer, harm. This includes, if required, referring in a timely way to those who have the expertise to help
- Using safe recruitment processes and managing allegations that may meet the harm threshold and allegations/concerns that do not meet the harm threshold, referred to as low-level concerns

We will ensure that parents/carers and our partner agencies are aware of our child protection/ safeguarding policy by ensuring that it is on the school/college website. Parents are made aware of our policy through newsletters and with a copy of the policy available in the school entrance hall. A twice-yearly safeguarding newsletter is sent with the link to our policy on the newsletter.

The school website will also have information about how parents/children/other agencies can contact the designated safeguarding lead and their deputy/ies and include their availability during out of school hours and school holidays. This information is available on the Safeguarding home page of the website.

Safeguarding and child protection policy statement

Etwall Primary School operates a whole school approach and ethos to safeguarding and protecting children. Where safeguarding is concerned, we maintain an attitude of *"it could happen here"*. We recognise that everyone in the school/college has a role to play to keep children safe; this includes ensuring children feel heard and understood, identifying concerns, sharing information, and taking prompt action. Safeguarding and child protection is incorporated in all relevant aspects of

processes and policy development. All systems, processes and policies operate with the best interests of a child at their centre.

We ensure that all children are safeguarded while on or off school/college premises and are proactive about anticipating and managing risks that children face in the wider community and online. To support this the school/college assesses the risks and issues in the wider community when considering the well-being and safety of its learners. Due to the context of our school, our children may be at greater risk of exploitation through County Lines so our staff are vigilant for any signs of this.

To protect our learners, we have a Prevent action plan/risk assessment and are part of the Stopping Domestic Abuse Together (SDAT) initiative (Derby and Derbyshire's local version of Operation Encompass). Our school works with an online safety consultant (Traci Goode) who works with staff, parents and KS2 children to support all in ensuring that children are safe online. Our children also take part in the i-vengers initiative and we use teaching programmes such as Real Love Rocks to protect our learners from exploitation.

Children are also taught to keep themselves safe through assemblies which are planned to cover a variety of safeguarding aspects from bullying to stranger danger to the importance of speaking out to stay safe. Our PSHE curriculum supports learners in staying safe and is a planned approach that is progressive and sequenced across the school.

Risks are reviewed with partner agencies should there be specific concerns about individual children or groups of children. We work alongside agencies such as the police, social care and early help teams to ensure that partnership working is strong and reduces risks for children.

The school recognises we have an important role to play in multi-agency safeguarding arrangements and contributes to multi-agency working as set out in Working Together to Safeguard Children (2018) (currently under consultation). As a relevant agency, the school understands its role within local safeguarding arrangements and operates in accordance with the Derby and Derbyshire Safeguarding Children multi-agency procedures, including the local criteria for action (known as the Threshold document) and local protocols for assessment in Derby and Derbyshire (also currently under review).

To support key multi-agency safeguarding communications we have a dedicated secure safeguarding email address *(safeguarding@etwall.derbyshire.sch.uk)*, which is accessible by at least two members of our safeguarding staff. During the school term and in school hours, this is checked daily. An 'out of office' message is operational during other times and in school holidays to advise partner agencies if and how often messages will be checked/responded to and when the school will reopen.

The school is also aware of and implements any local learning where appropriate, such as those as outlined in DDSCP Briefing note: safeguarding school age children and learning from case reviews and other DDSCP briefing notes located in the multi-agency safeguarding children procedures document library. Risks are reviewed with partner agencies should there be specific concerns about individual children or groups of children. We work alongside agencies such as the police, social care and early help teams to ensure that partnership working is strong and reduces risks for children.

Working with Derbyshire's Children's Services

Working with Social Workers
We recognise that children may need a Social Worker due to Safeguarding or welfare needs. Where children need a social worker, we understand that this should inform decisions about safeguarding, with regard to attendance, missing, exclusions and we should work to actively promote their welfare, providing pastoral support and access to services and the Virtual School.

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of abuse, this is a Child Protection concern and we will follow locally agreed Safeguarding procedures, making a referral to agencies such as Social Care and/or the Police.

When a member of staff has concerns for a child, and if the school are aware that the case is open to an Allocated Worker in locality, they will discuss their concerns with the Allocated Worker, or use the escalation process if contact is not successful.

Working with Early Help Teams
We also work with the Early Help team who support children both at home and at school with Team Around the Family meetings held to support the family. We attend Early Help Community Partnership meetings and hold meetings in school with our Early Help Development Officer.

Working with Health Professionals
Etwall Primary School works with health professionals to support vulnerable children. We do this through contact with the following agencies:

- The school nurse
- Educational psychology services
- Behaviour support
- Paediatricians/GPs
- Specialist Community Advisors (SCAs)
- CAMHS (child and adolescent mental health service)
- Counselling services

Working with Parents
We also support parents with family ELSA sessions, led by our ELSA (Emotional Literacy Support Assistant). For vulnerable children and families, individual meetings are held to see how school can support parents and to signpost on to other agencies if appropriate.

Context
This policy enables (name of school/college) to carry out our functions to safeguard and promote the welfare of children and must be read alongside key guidance:

- Department for Education's statutory guidance publications for schools and local authorities, including:
  - Working Together to Safeguard Children (2018)
  - Keeping children Safe in Education (June 2023)
  - Designated teacher for looked-after and previously looked-after children (2018)
- Human Rights Act (1998) and Equality Act (2010), including the Public Sector Equality Duty
- Data Protection Act (2018) and UK GDPR
- Prevent Duty Guidance (2015)
- Derby and Derbyshire Multi-agency Safeguarding Children procedures

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

- Children's health and safety and well-being, including their mental health
- Behaviour policy, including how we engage learners struggling to engage in school, mental health and behaviour, acceptable and non-acceptable behaviours, how we prevent and respond to bullying including cyber bullying, prejudiced based and discriminatory bullying and child-on-child abuse. This policy also outlines the school/college's screening, searching, and confiscating powers and how they will be used safely, proportionately, and appropriately, including police strip searches
- Reduced timetables, suspension, and permanent exclusion
- Use of reasonable force/physical intervention, including the increased vulnerability of children with special education needs (SEN) or disabilities and equality duties
- School attendance, including children who are absent from education particularly on repeat occasions and/or prolonged periods or go missing from education, home, or care
- Meeting the needs of learners with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional well-being
- Online safety, including use of mobile and smart technology, online safety at school and at home and other associated issues, including sharing nudes and semi-nudes, use of mobile phones/devices in school, appropriate filtering and monitoring, and how children can be kept safe from terrorist and extremist materials
- Safer recruitment and selection, including single central record
- Staff behaviour (code of conduct), including low level concerns, managing allegations against staff, including supply staff, contractors and volunteers incorporating 'duty to refer' and whistleblowing, acceptable use of technologies/mobile devices, staff/learner relationships and communications, including the use of social media
- School/college security and visitors
- Policy/agreement for visiting speakers
- SEND annual information report
- Relationships education (RE)/relationships and sex education (RSE) and health education (physical and mental well-being)
- Communications
- Complaints procedure
- Information sharing

Section 2: What is abuse?

Abuse is a form of maltreatment of a child which may be caused by an adult, adults or by another child or children inflicting harm or by failing to prevent harm. The abuse can be physical, sexual, neglect or emotional, including witnessing the ill treatment of others, such as domestic abuse. Children can be at risk of abuse inside and outside of their home, in their community, inside and outside the school/college and online.

We recognise that the terms 'victim' and 'perpetrators/alleged perpetrators' need to be chosen on a case by case basis. Not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. In some cases, abusive behaviour will also have been harmful to the perpetrator as well.

Safeguarding issues can put children at of risk harm. Behaviours linked to drug taking and or alcohol misuse, deliberate absence from or going missing from education, serious violence (including county lines), radicalisation, consensual/non-consensual sharing of nude and semi-nude images can be signs that children are at risk. Abuse, neglect, and safeguarding issues are rarely stand-alone events; in most cases multiple issues will overlap with one another.

Safeguarding action may be needed to protect children from the following risks, which include abuse perpetrated by other children as well as by adults:

- Any concerns that a child has suffered or is at risk of suffering physical abuse, sexual abuse, emotional abuse, or neglect
- Bullying, including online bullying and prejudice-based bullying, racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Sexual harassment, online sexual abuse, and sexual violence between children. Online abuse can include sending abusive, harassing, and misogynistic or misandrist messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
- Radicalisation and/or extremist behaviour
- Child sexual exploitation and child criminal exploitation, including county lines
- Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
- Abuse within intimate personal relationships between children (sometimes known as 'teenage relationship' abuse)
- Upskirting[1]
- Substance misuse – drugs and alcohol
- Gang activity and serious violence, particularly affecting young males who have been excluded, have experienced trauma and have been involved in offending
- Domestic abuse
- Forced marriage, marriage/civil partnership under the age of 18, virginity testing or hymenoplasty, female genital mutilation and so-called 'honour-based' abuse
- Children with Perplexing Presentations (PP) in whom illness is fabricated or induced (FII)

[1] Upskirting is taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate or distress the individual. This is a criminal offence, see Voyeurism (Offences) Act (2019)

- Homelessness
- Other issues not listed here but that pose a risk to children

Further information about indicators of abuse and neglect as well as safeguarding risks noted above are located in Keeping Children Safe in Education (September 2023).

Child Abuse

Abuse is a form of maltreatment of a child. We acknowledge that there are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is also defined in the 'Keeping Children Safe in Education Statutory Guidance, 2022'.

Details of this can be found in the Appendix A at the rear of this document.

This school understands that there are indicators of child abuse; however, these should not be considered as a definitive list, but used when considering the possibility of abuse in children.

A full explanation of indicators is in Appendix B.

This school understands that there are specific safeguarding issues, which we will ensure all staff will be trained to understand, identify, report, and monitor these concerns. Where appropriate these issues will be included in the curriculum:

- Bullying including cyber bullying and cyber crime
- Children at risk of exploitation including child sexual exploitation
- Child sexual abuse within the family
- Compromised parenting, particularly in relation to babies and very young children
- Domestic Abuse, including witnessing the ill treatment of others, and teenage relationship abuse
- Extra-familial harm
- Fabricated or induced illness
- Faith abuse
- Forced marriage, Female Genital Mutilation (FGM) and breast ironing
- Gangs, youth violence and trafficking
- Gender based violence/Violence against women and girls (VAWG)
- Hate including race hate, discrimination, including LGBTQI+
- Mental Health
- Missing children from education and home
- Online abuse/Sexting/harassment
- Private Fostering
- Preventing Radicalisation
- Substance and alcohol abuse

These children are therefore more vulnerable. At Etwall Primary School we will identify who our vulnerable children are, ensuring all staff know the processes to secure advice, help and support where needed.

Domestic Abuse

Domestic Abuse is rarely a one-off incident, but a pattern of power and control. Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, and can be perpetrated by intimate partners or family members regardless of gender or sexuality.

Children living with Domestic Abuse in their home or who are caught up in incidents of Domestic Abuse, are victims, and this can seriously harm children and young people. Some children are physically harmed as they can get caught up in the incident, some children are witnesses to the abuse, or hear the abuse. The impact on children living in a household where there is Domestic Abuse is likely to influence their development and social skills. We will treat any disclosure of information relating to Domestic Abuse as a Safeguarding concern and we will follow local Safeguarding Procedures.
We acknowledge the Domestic Abuse Act, 2021 and will work with its new powers when working with our staff, all children and their families, where we believe Domestic Abuse is a feature and children are living with Domestic Abuse.
Our staff/volunteers understand that exposure to domestic abuse and/or violence can have a serious, long lasting emotional 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.
We know that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse, possibly seeing, hearing, or experiencing the effects of abuse at home. Witnessing the ill treatment of others can cause harm to the child.
Etwall Primary School receives a notification (SDAT) from Derbyshire Police where there has been an incident in a household involving a child at this school. We have agreed processes on how to respond and support the pupil whist in school and are able to escalate any Safeguarding concerns into Children's Services.
Teenagers aged 16/17 in a relationship are protected by Domestic Abuse Safeguarding Procedures and the law. If our school is aware that any information received about such a concern, we will treat this as Safeguarding concern and follow our Safeguarding processes.
The Multi-Agency Risk Assessment Conference (MARAC) is a multi-agency approach in managing cases of Domestic Abuse and where children are residing, the victim will be seen as high risk of serious harm/ homicide. A Multi-Agency response is essential in ensuring that victims and their families are as safe as possible.
This school recognises this process and that as a partner they can make a referral into MARAC, based on information provided to them by a child, parent/carer.
The necessary form to make a referral is available here: DA risk assessment and referral

Emotional/Mental Health and Wellbeing

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.
Staff 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.

We acknowledge many children will have periods of feeling anxious, afraid and upset, and can develop phobias. However, some children will experience this more frequently.

Undertaking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children, and greater readiness to learn, improved attendance, attention, behaviour, and attainment.

Our SENCO is our Senior Mental Health lead and has, through training, developed the knowledge and skills to implement an effective whole school approach to mental health and wellbeing in our setting.

(https://www.gov.uk/guidance/senior-mental-health-lead-training)

We will provide information and signposting services to children and parents. If staff have an emotional or mental health concern about a child we will respond to the concern, inform, and discuss our concerns with parents/carers and seek ways to support the child in and out of school.

Our school will contact the local Specialist Community Advisor (SCA) for advice:
CAMHS North
CAMHS South
https://www.camhsnorthderbyshire.nhs.uk/specialist-community-advisors
https://schoolsnet.derbyshire.gov.uk/site-elements/documents/news/camhs-specialist-community-advisers-leaflet.pdf
Dawn Wain – SCA Southern Derbyshire (Dawn.wain@nhs.net or 07717 782268)

We will use this website to help us signpost Staff and families:
Derby & Derbyshire Emotional Health & Wellbeing

If a child is presenting with a risk of serious immediate harm and at risk of taking own life, we will seek urgent advice from the urgent CAHMS services and or seek medical intervention.

CAMHS Rise
CAMHS North Urgent Care

Online Safety, Cyber Security (including remote/blended learning)

Etwall Primary School will work with our partners to keep children safe when online.

We will ensure that we have information and processes to raise awareness of online safety and cyber security for all our staff, children, and parents; our aim is to have a whole school approach to online safety. As such, we are working with Traci Goode, an online safety consultant and plan to use the Education for a Connected World framework and Project Evolve (which hosts all of the resources that link into the framework) to support our work in this area.

This will cover a range of online safety issues including:

- fraud and scams
- copycat websites, phishing e-mails
- identity theft
- cyberbullying/trolling, cyberstalking,
- online grooming, online radicalisation,
- offensive/illegal content including race hate
- child sexual exploitation online
- Youth produced sexual imagery (sexting, nudes, semi-nudes)
- Using social media platforms.

Cyber Security is a growing Safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against Cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

• content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
• contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
• conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying;
• commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).
Where children are being asked to learn online at home the DfE has provided advice to support schools and colleges do so safely.
We are in regular contact with parents and carers. These communications are used to reinforce the importance of children being safe online. We hope parents and carers find it helpful to understand what systems we use to filter and monitor online use. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.
Whilst considering our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our governing body will do all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, our governing body ensures our school has appropriate filters and monitoring systems in place and regularly review their effectiveness. They ensure that our leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Our governing body is committed to consider the age range of our children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

The Sending of Indecent Images from one child to another through Digital Media Devices, including nudes and semi-nudes.

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like which works offline.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and we will refer this to the police as a matter of urgency.

This school will respond to a child sending indecent images as a safeguarding concern. The DSL/Senior Leadership Team will seek advice from the police and will consider a referral into children's services.

We will use national and local guidance to help us:

Derby City & Derbyshire Thresholds Document

"Sexting in Schools & Colleges: Responding to incidents & safeguarding young people" UK Council for child internet safety,

The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools

The DfE Guidance, June 2019 on Teaching Online Safety in Schools

Gov Guidance Sharing nudes and semi nudes, Dec 2020

The Criminal Exploitation of Children:

We will train all staff to recognise signs which may indicate criminal exploitation and to identify children in the school/setting who may be at risk and to report this.

Criminal exploitation is child abuse where children under 18 and older where there is a vulnerable adult are manipulated and coerced into committing crimes.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns and using dedicated mobile phone lines or “deal lines”.

Cuckooing is a practice where people take over a person’s home and use the property to facilitate exploitation. There are different types of cuckooing:

- Using the property to deal, store or take drugs
- Using the property to sex work
- Taking over the property as a place for them to live
- Taking over the property to financially abuse the tenant

The most common form of cuckooing is where drug dealers take over a person’s home and use it to store or distribute drugs. Children living in these properties are at risk of neglect and other types of abuse.

The Sexual Exploitation of Children:

We will train all staff to recognise signs which may indicate sexual exploitation and to identify children in the school/setting who may be at risk and to report this.

Child Sexual Exploitation (CSE) is a type of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity.

It can occur online, and many young people can be persuaded or forced to have sexual conversations by text or online, send or post sexually explicit images of themselves, take part in sexual activities via a webcam or smartphone.

Children and young people in sexually exploitative situations and relationships are persuaded or forced to perform sexual activities or have sexual activities performed on them in return for gifts, drugs, money, or affection.

All suspected or actual cases of CRE/CSE are a Safeguarding concern in which safeguarding procedures will be followed and this will include a referral to the police and children’s services.

We will treat these children as exploited and they will be treated as victims. This school will put in place risk management plans with partners and will help and support the children and their family, access advice from other agencies for example health, or sexual health services.

Forced Marriage/ Honour based Violence and Female Genital Mutilation (Child Protection)

Etwall Primary School knows about a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed. This will include a referral to the police made by the school. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the school. The Designated Safeguarding Lead will refer into Children's Services. This will also apply to suspicions of a child been subject to treats of or honour-based violence.

If any staff have concerns that a child may be or is subject to breast ironing, this is Child Abuse and Safeguarding procedures will be followed and in all cases.

Prevent and Counter Terrorism

The school will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Head teacher and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism.
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty.
- Ensure all Staff (governors and volunteers) implement the duty.

The school will ensure all staff, will adhere to their duties under Prevent, as detailed in the Prevent Duty Guidance 2015, (also Prevent Duty Guidance for schools) to have due regard to the need to prevent people from becoming drawn into terrorism. The HT and Chair of Governors will:

- Establish or use existing mechanisms for assessing the risk of extremism and terrorism.
- Ensure staff understand the risk and build capabilities to deal with issues identified.
- Communicate the importance of the duty.
- Ensure all Staff understand their roles and responsibilities in prevent.
- This school will respond to any concern about Prevent as a Safeguarding concern.
- We will seek to work in partnership with agencies undertaking risk assessments where appropriate and proportionate to risk.
- We will aim to build our children's resilience to radicalisation.
- Any indicators that the concern may be a prevent or of possible extremism. A referral will be made in all cases to the Derbyshire Police Prevent Team: Extremism and Prevent (derbyshire.gov.uk)

The school is committed to providing effective filtering and monitoring systems; this will include monitoring the activities of children when on-line in the school and actions taken relevant to the activity. James Hartle, our ICT technician, ensures that our filtering is effective and is monitored through RM Unify.

The school will record any concerns, and these records will be treated as a Child Protection Record, storing them on a Child Protection /Safeguarding file within CPOMS.

Child on Child abuse, Sexual Violence and Harassment

Children are vulnerable to physical, sexual, and emotional bullying and abuse by their peers. Such abuse will be taken seriously by this school and we will aim to eradicate any behaviours seen as this.

Child on child abuse applies when there is an allegation or suspicion that a child has abused or is at risk of abusing another child, including:

• Within their household (for example sibling abuse); and
• Outside of the child's immediate household.
• Education or community settings
• On-line/off-line or both

Child on child abuse can take various forms and includes:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence), 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
- initiation/hazing type violence and rituals

We recognise that child on child abuse is often gender based. **All victims will be taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.**
In our school we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. Abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up". We understand that we need, as a school, to have clear mechanisms and procedures in place to identify and report incidents or concerns.
Our staff will record and report all issues of child on child abuse to our designated safeguarding lead (or deputies) and ensure the best action is taken to safeguard children and young people in our school. Our curriculum endorses child on child abuse is not acceptable and our actions are supported by associated safeguarding policy and procedures in our school (Anti Bullying, Pupil Behaviour, E Safety, Acceptable Use and broader child protection procedures).
This school understands we need to equip all staff about identifying and handing disclosures, including third party disclosures from other peers. All suspicions or incidents will be treated seriously and as a safeguarding concern and responded to. In all cases this will require a discussion with the Designated Safeguarding Lead who will consider a referral into the Police and Children's Services.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims. Risk assessments will be recorded (paper or electronic) and will be kept under review. At all times we will be actively considering the risks posed to all our pupils and students and put adequate measures in place to protect them and keep them safe. Our risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform our approach to supporting and protecting our pupils and students and updating our own risk assessment.

We also understand that child on child abuse incidents can affect the local community, and in the context of wider safeguarding of those children in our local community.

We will use the following national and local guidance to assist us:

- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE)
- Keeping Children Safe in Education (DfE), part five.
- Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People (GOV.UK)
- The Derby and Derbyshire Safeguarding Children procedures, section, 1.6.1

This school has a child on child abuse policy. *(Child on Child Abuse Policy and uses current guidance from Harmful sexual behaviours in children and young people (derbyshire.gov.uk))*

We will ensure that we support both the alleged abuser/s and victim/s and will use a range of strategies tools and templates available to us, for example:

- Derbyshire's Harmful sexual behaviour guidance
- Lucy Faithful Traffic Light Tool
- Local intel and mapping tools and meetings e.g. LCP's – local children's partnerships.
- Risk management plans for alleged abusers
- Victim support plans for alleged victims

We will work with partners for example, the police, health, children's services, and youth offending to help keep the child safe and feel protected. We will seek advice for the child and signpost them to services.

We will listen to and consult with the child, working with the parents for example, looking at segregation and separation in the school and the classroom.

All staff will receive an awareness and understanding of child on child abuse, sexual violence and harassment in their training and we will work together to reduce this behaviour and any related incidents.

We aim to use approaches in the curriculum to address and tackle child on child abuse and eradicate any cultures pertaining to an unsafe and unhealthy school where children do not feel safe.

We record any allegations of child on child abuse on CPOMS and ensure that victims are listened to and supported. We meet with parents/carers to better understand the impact of child on child abuse and use our ELSA (Emotional Literacy Support Assistant) to ensure that support is given.
Our school rules and values further demonstrate our belief that school should be a safe and happy place where respectful attitudes and behaviour is expected and insisted upon.

Serious Violence/ Carrying Knifes/Offensive Weapons & Gang Culture

We will work with partners for example the Police, local Safer Neighbourhood Teams, and Community Safety to identify any child or groups of children who may present as being involved in serious violence, gang, or knife culture. Bringing and carrying a knife/offensive weapon onto school/setting premises is a criminal offence and immediate action will be taken by calling the Police. In some circumstances we may have to use our lockdown procedures.

The guidance on Searching, Screening and Confiscation for Head teachers, Schools and Governors, January 2018 will be our guide and the school/setting will consider sanctions.

If a member of staff suspects a pupil being involved in gang culture where it is believed to be exploitative or harmful, this is a safeguarding concern and the safety and wellbeing of the child takes priority.

We will ensure any suspicions of a child linked to a gang is reported by staff to the

Designated Safeguarding Lead. The DSL will consider if a referral to the police and children's services are needed.

Section 3: School/College staff safeguarding roles and responsibilities

ROLE OF THE DESIGNATED SAFEGUARDING LEAD

The governing body have appointed *Sarah Bentley, Headteacher,* as the schools Designated Safeguarding Lead as they are the appropriate **senior member** of staff with the authority to perform the role and form part of the school's leadership team. The designated safeguarding lead takes **lead responsibility** for safeguarding and child protection (including online safety). The designated safeguarding lead or a deputy will always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. In this instance, staff should consider speaking to a member of the senior leadership team and/or take advice from local Childrens Services. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

The Designated Safeguarding Lead has responsibilities as follows:-

- refer cases of suspected abuse to the local authority Childrens Services as required
- support staff who make referrals to local authority Childrens Services
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, SENCO and Mental Health Lead) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for all staff
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff
- liaise with the headteacher to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult.

If the Designated Safeguarding Lead is not available, staff must refer their concerns to someone else who is named as a deputy for this role.

Staff induction

Staff and governors at Etwall Primary School will have an induction appropriate to their roles, which will include organisation vision/ethos, aspirations, and expectations of all staff, as well as what is considered acceptable and what is not. New staff will also receive information about systems

within the school/college which support safeguarding, including online safety and copies of policies; this includes:

- Child protection/ safeguarding policy, which includes how the school/college deals with child-on-child abuse
- School/college behaviour policy, which includes school/college measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Staff behaviour (code of conduct) policy, which includes acceptable use of technologies/mobile devices, online filtering and monitoring processes utilised and expectations associated with this, staff/learner relationship and communications, including the use of social media. The policy also incorporates low-level concerns, allegations against staff and whistleblowing
- The safeguarding response to children who are absent from education
- The safeguarding response to child-on-child abuse
- The role and names of the designated safeguarding lead, their deputy/ies, the designated teacher for looked after children, the senior mental health lead, and the designated governor

All staff will:

- Receive a paper/electronic copy of, read and sign to say that they have received, read, and understood:
    - Those who work directly with children at least Part one of Keeping Children Safe in Education: for school and college staff and Annex B: Further information (June 2023)
    - School/college leaders, including governors/trustees/proprietors and designated safeguarding leads/deputies all of Keeping Children Safe in Education (June 2023)
    - Staff who do not work with children directly at least Keeping Children Safe in Education: for school and college staff (part 1) (June 2023) or Annex A Safeguarding information for school and college staff (a condensed version of part 1)

All staff will:

- Be aware of:
    - The Stopping Domestic Abuse Together initiative (known nationally as Operation Encompass), a police-led early domestic abuse notification to schools
    - The safeguarding response to children who are absent from education
    - The safeguarding response to child-on-child abuse
    - The early help process for low level and emerging needs and understand their role in it
    - The process for making a referral to local authority children's social care, the statutory assessments that may follow this and the role they may play in such assessments
- Know what to do if a child tells them they are being abused, exploited, or neglected and will be able to reassure children they are being taken seriously, will be supported, and kept safe
- Know what to do if a child shares, produces, or receives a sexual communication, including sharing nudes/ semi-nudes
- Know what to do if a parent or carer shares any concerns about a child
- Be aware:
    - Children may not feel ready or know how to tell and/or might not recognise their experiences as harmful and that certain children may face additional barriers to telling

- Any child may benefit from early help and be alert to the need for early help for some groups of children
- Of the indicators of abuse, exploitation, and neglect, understand that children can be at risk inside and outside of the school/college, in their home, institutional or community setting and online
- Children can abuse other children, referred to as child-on-child abuse, and the school/college policy to prevent and respond to it
- Children with special education needs or disabilities (SEND), particularly those with neurodevelopmental conditions such as autism, as well as those with certain medical or physical health conditions are particularly vulnerable to online and offline abuse, exploitation, and neglect - and also face additional barriers to the recognition of this abuse
- In addition to children with SEND, that some groups of children are potentially at greater risk of harm, including children who need a social worker, children absent or missing from education or who are electively home educated, children requiring mental health support, looked after/previously looked after children and children who are, or may be, lesbian, gay, bi, or trans (LGBTQ+)
- Technology is a significant component in many safeguarding and well-being issues
- 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
- That children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse
- Of the '*one chance'* rule with suspected or actual victims of forced marriage and so called 'honour-based' abuse. That is, they may only have one opportunity to speak to a victim or potential victim to offer appropriate support and advice
- Of the possible indicators, alongside other factors, and contexts, that a child is likely to be susceptible to an extremist ideology
- Of the indicators which may signal children are at risk from, or involved with, serious violent crime

- Have the skills, knowledge and understanding to keep looked after children and previously looked after children safe
- Discuss/report any concerns they have about a child with the designated safeguarding lead or their deputy. If staff members are unsure, they should always speak to the designated safeguarding lead or their deputy
- Speak to the designated safeguarding lead or deputy about any concerns about so called 'honour-based' abuse, breast ironing, female genital mutilation (FGM)[2], virginity testing and hymenoplasty[3]
- Work with the designated safeguarding lead and do everything they can to support social workers to help them carry out a statutory assessment
- Be mindful that early information sharing is vital to identifying and tackling all forms of abuse and neglect and in promoting children's welfare, including in relation to their educational outcomes

Governors/trustees/proprietors and the management of school/college safeguarding
As outlined in Keeping Children Safe in Education (2023) the governing body/trustees have a strategic leadership responsibility for the school safeguarding arrangements and have the

[2] There is a specific legal duty on teachers to report acts of FGM on girls under 18 to the police
[3] It is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK; see multi-agency guidance for more information

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.

The governing body/trustees/proprietors and their senior leadership teams and designated safeguarding lead are aware of and follow local arrangements. This includes understanding and applying the Threshold document (criteria for action), local Protocol for Assessment in Derby and Derbyshire (*note: this is currently under review*), Derby or Derbyshire Child Protection Conference Professionals Dissent process and Dispute Resolution and Escalation policy. Arrangements have been made to set out information sharing processes and principles within the school/college and with local authority children's social care, safeguarding partners (Derby and Derbyshire Safeguarding Children Partnership/DDSCP) and other agencies. The school/college will supply information as requested by the DDSCP which enables and assists partners to perform their functions to safeguard and promote the welfare of children in their area, including information related to local and national child safeguarding practice reviews.

Governors/trustees exercise strategic oversight of all aspects of safeguarding in the school/college and this is a standing item at all governing body/trustee meetings and recorded in minutes. To support this an annual safeguarding audit is completed to ensure the effectiveness of safeguarding policies and processes. *(Note: DDSCP provides an annual safeguarding audit tool, however settings may decide to use an alternative audit tool)* In addition, an annual review and risk assessment of the school/college approach to online safety, policy and practice is undertaken, using *360 Degrees Safe Online Safety Self-Review Tool for Schools*.

Headteacher
The school headteacher will ensure that the policies and procedures, adopted by their governing body/trustees and proprietors, are understood, and followed by all staff. This includes working with the designated safeguarding lead, their deputy, and other senior leaders, to ensure the effectiveness of safeguarding within the school/college and ensuring that educational outcomes of children who have or have had a social worker are promoted.

Designated safeguarding lead and deputy designated safeguarding lead
A member of the senior leadership team is appointed to the role of designated safeguarding lead to take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

The designated safeguarding lead co-ordinates 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 (SDAT) notifications, takes part in strategy discussions/meetings and inter-agency meetings – and/or supports other staff to do so - and contributes to the assessment of children.

The establishment also has a deputy designated safeguarding lead to cover for when the designated safeguarding lead is not available; the lead responsibility however remains with the designated safeguarding lead.

The designated safeguarding lead actively liaises with other school/college staff with safeguarding responsibilities, teachers, pastoral support staff, school nurses, IT leads, SENCos and senior mental

health leads on matters of safety and safeguarding to ensure safeguarding and promoting children's well-being are effective.

The designated safeguarding lead or a deputy is always available during school hours for the staff in the school to discuss any safeguarding concerns. Out of hours cover is provided by the Headteacher (DSL), or the Deputy Headteacher (DDSL) in their absence. The safeguarding inbox will be monitored on at least a weekly basis during school holiday times.

More information about the role and responsibilities of the designated safeguarding lead can be found in Keeping Children Safe in Education (June 2023) Annex C: Role of the designated safeguarding lead.

Safeguarding training

In addition to the safeguarding training at induction, all staff and governors/trustees will receive safeguarding training appropriate to their roles and responsibilities which is regularly updated[4] as well as Prevent Duty, child-on-child abuse and online safety training (which includes effective responses to sharing nudes/semi-nudes and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), so they are equipped with the knowledge and skills to keep children safe. They will also receive regular safeguarding and child protection (including online safety) updates at least annually to help provide them with an awareness of safeguarding issues that can put children at the risk of harm ensuring they have the relevant skills and knowledge to safeguard children effectively.

All staff will receive training on attendance, with dedicated attendance training for any staff with a specified attendance function in their role, including administrative, pastoral or family support staff, and senior leaders.

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

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

[4] See DDSCP multi-agency training pathway on the training page of www.ddscp.org.uk

Section 4: Key safeguarding contacts

School/college staff with specific safeguarding responsibilities

Safeguarding Role	Name and Role	School/College contact details
Designated Safeguarding Lead	Mrs Sarah Bentley	safeguarding@etwall.derbyshire.sch.uk headteacher@etwall.derbyshire.sch.uk School Number: 01283 732301
Senior Leader(s) available for contact in the absence of the designated safeguarding lead	Mr Rick Ormiston	safeguarding@etwall.derbyshire.sch.uk Richard.ormiston@etwall.derbyshire.sch.uk School Number: 01283 732301
Deputy Designated Safeguarding Lead	Mrs Sam Toynbee	safeguarding@etwall.derbyshire.sch.uk sam.toynbee@etwall.derbyshire.sch.uk School Number: 01283 732301
Other staff with safeguarding responsibilities	Mrs Sarah Giles	safeguarding@etwall.derbyshire.sch.uk School Number: 01283 732301
Attendance /Education Welfare Officer	Ms Amy Cooling	amy@vipeducation.co.uk
SENCo	Mrs Sarah Giles	sarah.giles@etwall.derbyshire.sch.uk School Number: 01283 732301
Designated Safeguarding Governor/ Trustee	Mrs Zoe Poynton	zoe.poynton@etwall.derbyshire.sch.uk
Designated Teacher for Looked After/ previously Looked After Children	Mrs Sam Toynbee	sam.toynbee@etwall.derbyshire.sch.uk
Senior Lead/s for Mental Health and Well-being	Mrs Sarah Giles	Sarah.giles@etwall.derbyshire.sch.uk
Governor/Trustee for Mental Health and Well-being	Mrs Zoe Poynton	Zoe.poynton@etwall.derbyshire.sch.uk

Other Key Local Safeguarding Contacts *(add or amend list as appropriate)*

	Derby	Derbyshire
Early Help Advice	Early Help Advisors	Early Help Development Team Mark.davey@derbyshire.gov.uk **Laura.Wilkinson@derbyshire.gov.uk** **David.Beris@derbyshire.gov.uk** **01629 532617**
Targeted Early Help requests	Locality Vulnerable Children Meeting (VCM) for requests for targeted early help via multi-agency team (MAT) or non-urgent social care referrals via Locality Based Single Point of Access (SPA) Clerks:	Requests for support from professionals, should be made via the online request for support unless a child is at risk of Significant Harm

	Derby	Derbyshire
	Locality 1 & 5 Derwent, Chaddesden, Spondon, Oakwood, Mackworth, Allestree and Darley Email: vcm1and5@derby.gov.uk **Locality 2** Sinfin, Alvaston, Boulton, Chellaston, Osmaston and Allenton Email: vcm2@derby.gov.uk **Locality 3 & 4** Balgreaves, Littleover, Mickleover, Normanton and Abbey Email: vcm3and4@derby.gov.uk **The Light House** (Integrated Disabled Children's Service) Tel: 01332 256990 Email: VCM-IDCS@derby.gov.uk	
Speak to a Social Worker for thresholds advice and consultation	Children's Services Professional Consultation Line 07812 300329	Starting Point Consultation and Advice Service for Professionals 01629 535353
Referrals to Local Authority Children's Social Care	***Initial Response Team*** **Urgent:** 01332 641172 or out of hours via Careline 01332 956606 **Non urgent:** Derby Children's Social Care Online Referral system	***Starting Point*** **Urgent:** 01629 533 190 **Non urgent:** Starting Point online
Local Authority Designated Officer (LADO)	Derby and Derbyshire LADO referral form **Email:** CPMduty@derby.gov.uk	Derby and Derbyshire LADO referral form **Email:** professional.allegations@derbyshire.gov.uk
Derbyshire Police	• 999 for emergencies or 101 for non-emergencies • Mandatory reporting of Female Genital Mutilation (FGM) via 101 • School Police Safer neighbourhood team or link officer	
Prevent (radicalisation and extremism)	• Police Prevent (radicalisation/extremism) Team on 101 or directly via 0300 1228694 • Prevent/channel referral form • For advice contact: Derbyshire - 01629 538473 or prevent@derbyshire.gov.uk Derby - 07765 222032 or sally.siner@derby.gov.uk	

	Derby	Derbyshire
Education Welfare and Local Authority Children Missing Education (CME) Officer	• Derby Education Welfare Service • CME: 01332 641448 or cme@derby.gov.uk • See Children Missing Education for further information and CME referral form and for notification forms for child on roll, removal from roll and removal from roll to Elective Home Education (EHE)	• Derbyshire Education Welfare Services • CME: CS.CMECoordinators@derbyshire.gov.uk • See Children missing from education (CME) policy and guidance and removal from school roll for further information
Virtual School for Looked After Children	• Virtual School Head - 07812 301044 or graeme.ferguson@derby.gov.uk • Specialist Education Support Officer for LAC	• Rachel Moore, Head of the Virtual School for Children in Care 07798 882876 or rachel.moore@derbyshire.gov.uk • Specialist Education Support Officer for LAC or other role
Public Health Nurse/other health contact/s	•	• School Nurses can be contacted via: SPA: 01246 515100 or DCHST.derbyshireschoolnurses@nhs.net
Emotional Health and Well-being Services	*Building Sound Minds:* *https://services.actionforchildren.org.uk/derbyshire/build-sound-minds* *Online Mental Health Care:* https://www.koothplc.com/	
Domestic Abuse	• Safer Derby City • Derbyshire constabulary - information and advice about domestic abuse webpages	• Safer Derbyshire domestic abuse webpage • Derbyshire constabulary - information and advice about domestic abuse webpages
Harmful Sexual Behaviour Service	Action for Children Pathway Programme Service for harmful sexual behaviours. Please note this service is for children in Derbyshire who are living with their birth family. pathwayservice@actionforchildren.org.uk	
Cyberchoices	For children at risk of being drawn into cybercrime via East Midlands Cyber Secure	
Homelessness or at risk of homelessness	Derby city council homelessness webpages	Derbyshire county council Preventing homelessness webpages

Key National Contacts

Organisation	Description and contact details
NSPCC helpline for adults	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:

Organisation	Description and contact details
	• Text 88858 • 0808 800 5000 • help@nspcc.org.uk
NSPCC helpline Report Abuse in Education	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	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: • 0844 381 4772 • helpline@saferinternet.org.uk
Police Anti-Terrorist Hot Line number	0800 789 321
National Domestic Abuse Helpline	Hosted by Refuge, Helpline 0808 2000247
Operation Encompass	Resources for schools include free advice from an Education Psychologist about how best to support children via National Helpline 0204 513 9990
Report harmful online content	• UK Safer Internet Centre – report online harm. A national reporting centre that has been designed to assist anyone in reporting harmful content online • CEOP – to report online sexual abuse or the way someone has been communicating online
Report Abuse in Education helpline	• Young people who have experienced abuse at school and parents and teachers who are concerned about sexual abuse in education settings can call the Report Abuse in Education helpline on 0800 136 663 or email help@nspcc.org.uk
Harmful Sexual Behaviour Support Services	• SWGfL Harmful Sexual Behaviour Support Service for the children's workforce 0344 2250623 or email hsbsupport@swgfl.org.uk • Stop it now! For worries about a child's sexual behaviour, 0808 1000 900

Section 5: Ensuring a safe environment for all children

Our school provides a safe environment where children can learn and develop. This is an essential part of our whole school approach to safeguarding which incorporates a culture of vigilance where children's welfare is promoted, timely and appropriate safeguarding action is taken for children who need extra help or who may be suffering, or likely to suffer harm.

The school environment is safe and secure and protects our learners from harm or the risk of harm. Positive behaviours are consistently promoted, and abusive or inappropriate behaviour challenged. A positive and supportive environment is promoted which gives learners a sense of being valued.

Vulnerable children
We recognise that some groups of children are potentially at greater risk of harm than others and have agreed arrangements to ensure the safety of these children:

- **Children who need a social worker (Child in Need and Child Protection Plans**). As a matter of routine, the designated safeguarding lead will hold and use the information that the child has a social worker to ensure that as a matter of routine decisions can be made in the best interests of the child's safety, welfare and educational outcomes. In addition, the school will work with the virtual head as appropriate, regarding the educational attendance, attainment, and progress of children with a social worker.

- **Children who are absent from education.** The school proactively manages and take steps to improve attendance across our community. Attendance is the essential foundation to positive outcomes for all of our learners and is everyone's responsibility in school.

  The school response to children who are absent from education, particularly on repeat occasions and/or prolonged periods, supports identifying a range of safeguarding issues and abuse; it also helps prevent the risk of absent children becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker, where being absent from education may increase known safeguarding risks within the family or in the community. We support and monitor attendance and absence carefully to identify learners or cohorts that require support with their attendance and put effective strategies in place. This includes:
    - Building strong relationships with families, listening to, and understanding barriers to attendance and working with families to remove them.
    - Sharing information and work collaboratively with other schools in the area, the local authority, and other partners when absence is at risk of becoming persistent or severe.

  We work with VIP Education who offer private Educational Welfare Officer and Attendance support for the school. We track attendance on a weekly basis and work with families using a graduated response when there are attendance concerns.

  Our attendance policy sets out our processes and procedures when we are concerned about a child's attendance and we follow Derbyshire's agreed procedures when we have concerns about a child who may be missing from education (CME) – see *Derbyshire Children Missing from Education webpage)*

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

Our behaviour policy is based around supporting children's behaviour and we use a restorative teaching approach, rather than a punitive approach to poor behaviour. Exclusions are, therefore, rare however, there are times that an exclusion will be used in order to ensure that our approach can be reviewed should more serious incidents occur.

See national guidance Behaviour in Schools (2022), Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2022), Supporting pupils at school with medical conditions (2015) and local guidance Derby part-time timetable guidance and a protocol and Derby In Year Fair Access (IYFA) and Exclusions or Derbyshire part-time timetables and Derbyshire attendance management and exclusions)

- **Elective home education.** Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will seek to co-ordinate a meeting with the parents/carers, Local Authority, and other key professionals where possible. This would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child and is particularly important where a child has SEND, is vulnerable, and/or has a social worker or is vulnerable. Where a child has an Education, Health and Care Plan (EHCP) the local authority should review the plan with parents/carers. Where a child is taken off roll, we will inform the Local Authority of the deletion from our admission register via the system outlined on the Derby or Derbyshire Education Welfare webpages.

  As a school, we do not encourage elective home education or flexi-schooling.

  Children who require mental health support. The school/college has an important role to play in supporting the well-being and mental health of our learners. Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. We have clear systems and processes in place for identifying possible emotional well-being issues and mental health problems, seek advice from external agencies where appropriate and have clear referral and accountability systems. At our school we:

  - Help children to understand their emotions and feelings better.
  - Help children feel comfortable sharing any concerns or worries.
  - Help children socially to form and maintain relationships.
  - Promote self-esteem and ensure children know that they count.
    - Encourage children to be confident.
  - Help children to develop emotional resilience and to manage setbacks.

- Have a Senior Mental Health Lead

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets their needs

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Sarah Bentley – Head Teacher, Designated Safeguarding Lead, Designated Teacher for Looked After Children
- Rick Ormiston – Deputy Head Teacher, Deputy Designated Safeguarding Lead, PE Lead
- Sam Toynbee – Deputy Designated Safeguarding Lead, EYFS Lead
- Sarah Giles – SENCo, Mental Health Lead, Deputy Designated Safeguarding Lead
- Zoe Poynton – School Mental Health and Wellbeing Lead Governor
- Hollie Millward – P.S.H.C.E. Lead, leading on Relationships Education and Health Education
- Nikki Carter – Emotional Literacy Support Assistant (ELSA)/Higher Level Teaching Assistant
- Janice Draper – Positive Play Support Worker/Teaching Assistant

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE scheme of work PHSE Matters, developed by Derbyshire Health and Wellbeing Consultants. Lessons are taught weekly in a safe and sensitive manner. Additional lessons are sometimes planned, in response to the specific needs of the class/cohort. In EYFS children follow the PSED strand of the Curriculum. Assembly themes throughout the year focus on promoting emotional wellbeing. Worry boxes are established in all classrooms in Key Stage 1 and Key Stage 2 and staff manage children's worries sensitively on a daily basis.

SMILERS was launched in February 2022. The aim of SMILERS is to empower our school communities (staff and pupils) to become 'architects' of their own emotional health and wellbeing within an enabling environment.

Anti-Stigma Ambassadors lead and champion mental health and wellbeing in school. They complete training and develop a SMART Action Plan. They share anti-stigma messages with parents and families in the school community supporting others making it easier to talk about mental health without any fear or embarrassment. They run activities in school teaching others how to stay mentally healthy and make displays and posters to share anti-stigma messages.

We are an Attachment Aware School (July 2021). The comprehensive programme involved a range of bespoke long-term development work through a dynamic interaction of training, action research and reflective practice to promote a safe, nurturing and effective learning environment. We are committed to understanding children's behaviour as a means of communication of need, and that relationships in education are the most powerful means to motivate, engage and inspire all of our young learners.

Targeted support is provided for pupils who may have short-term needs and those who may have been made vulnerable by life experiences such as bereavement. The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- ELSA Support targeted at individual need
- Positive Play
- Outdoor Nurture
- The 'Zones of Regulation' Intervention
- Targeted use of SEAL resources.
- Managing feelings resources e.g. 'worry boxes' and 'worry bag strategy'
- Managing emotions resources such as 'the incredible 5 point scale'
- Therapeutic activities including art, calm boxes, lego and relaxation and mindfulness techniques.
- Individual timetables
- 'Meet and Greet' for pupils that need support with the transition from home to school

The school will make use of resources to assess and track wellbeing as appropriate including:

- The Boxall Profile
- RCADS – Revised Children's Anxiety and Depression Scale
- SNIP Behaviour Audits
- Emotional literacy rating scales
- Strengths and Difficulties questionnaires

Looked after children and previously looked after children. The school/college ensures that appropriate staff have the information they need in relation to a child's looked after legal status, 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 has:

- Details of the child's social worker, and
- The name and contact details of the virtual school head and the relevant support officer in the authority that looks after the child
- The name of the Personal Advisor appointed to support a child who has left care

When dealing with looked after children and previously looked after children, the school/ college will work with all local authority children's social care, health and other relevant agencies and take prompt action when necessary to safeguard these children, who are a particularly vulnerable group. The school/college has a named designated teacher, who works with the Virtual School, to promote the educational achievement of learners 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.

THE ROLE OF DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our Governing body will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. A previously looked after child potentially remains vulnerable and all our staff will have the skills, knowledge and understanding to keep previously looked after children safe.

- The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

- Our Designated Teacher is aware that the Virtual school head manages pupil premium plus for looked after children. Our Designated Teacher works with the virtual school head to discuss how funding can be best used to support the progress of our looked after children in school and meet the needs identified in the child's personal education plan.

- Our Designated Teacher will also work with the virtual school head to promote the educational achievement of previously looked after children.

On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Guidance for Designated Teachers .

Our governing body has appointed Mrs Sam Toynbee as the designated teacher to promote the educational achievement of children who are looked after or previously looked after and ensures that this person has appropriate training.

Children with special educational needs and disabilities (SEND) or health issues. The designated safeguarding lead and SENCo/named person with oversight of SEND will closely liaise whenever there are any concerns or reports of abuse, neglect or exploitation involving a child with SEND, neurodevelopmental conditions such as autism or certain medical or physical health conditions. The school/college will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Our governing body has appointed Mrs Sarah Giles as the Special Educational Needs Co-ordinator, with additional responsibility for Mental Health and Wellbeing and Health Issues. The governing board has ensured that she has the appropriate qualification and ongoing training to carry out this essential role in school.

Children who are, or may be, lesbian, gay, bi, or trans (LGBTQ+). The school/college will take steps to reduce the additional barriers these children face and provide a safe space for them to speak out or share their concerns with staff.

CHILDREN WHO ARE LESBIAN, GAY, BI, OR TRANS (LGBT)

We know the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, we know that children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. This can also be the case for children who have family members who are lesbian, gay, bi or trans and so we support these children in the same way.

We are aware that risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. We therefore endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and a range of support is available to us to help counter homophobic, biphobic and transphobic bullying and abuse.

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

- 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
- Being an asylum seeker/refugee
- Being from our New Communities
- Living away from home, including private fostering arrangements, or have returned home to their family from care
- Are at risk of homelessness or living in temporary accommodation
- 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
- Being a young carer
- Not speaking or not having English as a first language
- Being involved in the court system
- Children affected by parental offending or with family members in prison

Additional pastoral support can be offered to any children experiencing any of the above factors. The DSL works with the SENCO/Mental Health Lead to provide support in a bespoke manner, according to the context shared with school. Emotional Literacy Support is provided by our ELSA (Emotional Literacy Support Assistant) and records are kept to support the child and to ensure that information can be shared where appropriate.

- **Private fostering**
  In addition to the above the school/college recognises the additional vulnerability of children in private fostering arrangements. A private fostering arrangement is essentially one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. See Children Act 1989: private fostering. When such arrangements come to our attention, we will advise the local authority.

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

- 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

- Being an asylum seeker/refugee
- Being from our new communities
- Living away from home, including private fostering arrangements, or have returned home to their family from care
- Are at risk of homelessness or living in temporary accommodation
- 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
- Being a young carer
- Not speaking or not having English as a first language
- Being involved in the court system
- Children affected by parental offending or with family members in prison

We have a Private Fostering Policy and safeguarding leads have completed training on Private Fostering. Our ELSA is able to provide support for any children affected by this.

Teaching safeguarding

We are committed to offering our learners preventative education to ensure that learners are aware of safeguarding risks, recognise when they are at risk and how and where to get help and support if they need it. They will be taught about healthy relationships online and offline, how to keep themselves and others safe, including online. To be effective, we employ best practice principles to help create a safe classroom environment and to plan and teach effectively. The school/college recognises this will need to be tailored to the specific needs and vulnerabilities of individual children, including those who have been victims of abuse and children with special educational needs and disabilities.

Our preventative education forms part of our whole school approach to prepare our learners for life in modern Britain, encourages open debate about different points of view and beliefs and creates a culture of zero tolerance for sexism, misogyny/ misandry, disablism, racism, homophobia, biphobia and sexual violence and harassment. It is responsive to contextual, local and national data, issues and trends to ensure it is meeting the challenges that children/young people are facing.

The school's core values and standards, alongside the fundamental British Values, are upheld and demonstrated throughout all aspects of the school. This is underpinned by the school's behaviour policy, pastoral support system and our planned evidence-based relationships education/relationships and sex education and health education and reinforced throughout the whole curriculum.

See Etwall Primary School's relationships education/relationships and sex education and health education policy and behaviour policy.

Online safety

Online safety and protecting learners from potentially harmful and inappropriate online material forms part of the whole school/college approach to safeguarding, including policies, curriculum, staff training, roles and responsibilities of the designated safeguarding lead and parental

engagement. The school/college has filtering and monitoring systems in place, which meet DfE filtering and monitoring standards. This includes:

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

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

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

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

Systems for children to report concerns and abuse
Our school recognises the importance of ensuring that all children feel heard and understood. We have a culture of listening to children and taking account of their wishes and
feelings in any measures the school/college may put in place to protect them. Whenever there are any concerns, the child's wishes will be taken into account when determining what action to take and what services are provided. The welfare and safety of a child is of paramount concern and staff will act in the best interests of the child.

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

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

Our school will continue to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe. Children at our school are encouraged to talk freely with any staff member at our school if they are worried or concerned about something. We follow the what to do if a child is being abused guidance.

We strive for a culture where children can confidently report abuse, know their concerns will be treated seriously, and know they can safely express their views and give feedback. However, we are aware that children **may not feel ready** or **know how to tell someone** that they are being abused, exploited, or neglected, and/or **they may not recognise their experiences as harmful**. We know children may feel embarrassed, humiliated, or are being threatened and this makes it difficult for them to speak out. Our staff are expected to have a professional curiosity and speak to the Designated Safeguarding Lead if they have concerns about a child. Our staff determine how best to build trusted relationships with children and young people in our school that helps facilitate communication.

Children, parents/carers, and all staff will be free to talk about any concerns and see the school as a safe place. Many children can show signs or act in ways they hope adults will notice or react to, others may make indirect reports via a friend or staff may overhear conversations. All staff are alert to this and to the potential need for early help and are aware of the indicators of abuse, exploitation and neglect and know what actions they should take.

The school has systems in place for children to complain and/or confidently report their concerns, including any form of abuse or neglect, including child-on-child abuse, and know that their concerns will be treated seriously. Worry boxes in classrooms provide an opportunity for children to confidentially report their concerns and our drop-in ELSA sessions also ensure that children have a trusted adult to speak to in school.

Working with parents and carers

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

Etwall Primary School will ensure that:

- We work with parents positively, openly and honestly
- Parents are encouraged to discuss their issues or concerns about safety and welfare of children, including any worries about a child's emotional well-being or mental health. They will be listened to and taken seriously
- Parents/carers are aware there is a whole school/college safeguarding approach to ensure that children are kept safe and well, and as part of this the school/college is part of the Stopping Domestic Abuse Together (SDAT) initiative (the local version of Operation Encompass)
- We will provide parents with information about safeguarding issues, such as child exploitation (sexual and criminal), child-on-child abuse, emotional well-being/mental health, online safety, including sharing nudes and semi-nudes, 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 learners i.e.
    - names and contact persons with whom the child normally lives
    - those with parental responsibility
    - where reasonably possible, we hold more than one emergency contact number
    - if different from above, those authorised to collect the child from the setting
    - name and contact details of GP
    - any relevant court orders or any other factors which may impact on the safety and welfare of the child

- Information about our learners given to us by children themselves, their parents, or carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis in order to support the child
- It is made clear to parents and carers that the school/college has a duty to share information when there are any safeguarding concerns. Also, that there is a duty to keep records which relate to safeguarding work by the school/college, or partner agencies. These will be kept securely, kept apart from the main pupil/student record and only accessible to key members of staff. Copies of these records will be securely sent to any education provider to which the child transfers and a confirmation of receipt obtained
- Where we have reason to be concerned about the welfare of a child, we will always seek to discuss this with the child's parents or carers first. However, there may be occasions where we are not able to do this, for example, when by doing so, it places the child at additional risk or where it may not be possible to speak to the parents/carers

Section 6: Responding to concerns about a child's welfare

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

- In an emergency take the action necessary to help the child, for example, call 999
- Do not assume a colleague or another professional will take action and share information that might be critical to keeping a child safe. Early information sharing is vital in keeping children safe, whether this is when problems first emerge, or when a child is already known to local authority children's social care
- Report your concern, including any possible private fostering arrangements, to the designated safeguarding lead or their deputy as soon as you can and by the end of the day at the latest. For all situations where a child may be at risk of serious or immediate harm, the DSL (or deputy in their absence) should be alerted in person immediately. The details should be shared in person before being recorded on CPOMS to allow the DSL to take steps immediately to protect the child from harm. If you are unsure speak to the designated safeguarding lead or their deputy
- CPOMS should always be used for any concerns, whether these are urgent in their nature or are lower level concerns.
- Visitors to the school should report their concerns to the DSL (or a deputy) and may be asked to complete an information form in some circumstances to ensure that exact details are recorded.
- If the designated safeguarding lead or their deputy is not around, ensure the information is shared with the most senior person in the school that day. The concerns and any action taken must then be shared with the designated safeguarding lead as soon as it is possible
- If the concerns are about sharing nudes and semi-nudes do not view, copy, print or share the images
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends, or family
- As soon as you are able complete a record of the concerns on CPOMS. This should be on the same day and before the child is due to leave the school premises. A CPOMS guidance sheet is provided to all staff on induction to support the factual and accurate recording of information.

  Seek support for yourself if you are distressed. This could be from a deputy DSL who will understand more clearly the nature of your distress or from a trusted colleague.

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

- Concerns that a child is presenting signs or symptoms of abuse or neglect, including suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Searching incidents where there are reasonable grounds to suspect a learner was in possession of a prohibited item[5] or where a search has revealed a safeguarding risk

[5] Prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be used, to commit an offence, or to cause personal injury to, or damage to property of; any person (including the learner). *(Amend as per school/college behaviour policy)*

- Behaviour or changes in presentation, including changes in school attendance, which gives rise to suspicions that a child may not be receiving adequate care or may be suffering harm
- Hint or disclosure of abuse about or by a child
- Concerns that a person(s) who may pose a risk to children is living in a household with children present
- Concerns about online abuse including cybercrime, exploitation, harmful sexual behaviour, sharing nudes and semi nudes and/or where any adult appears to be sexually communicating (e.g., email, text, written note or verbally) with a child
- Concerns about child-on-child abuse, including sexual violence and harassment
- Information which indicates that the child is living with someone who does not have parental responsibility for them (this is known as private fostering)
- Concerns that a child is at risk of domestic abuse or so-called 'honour-based' abuse, including forced marriage, marriage or civil partnership under the age of 18, female genital mutilation (FGM), breast ironing, virginity testing or hymenoplasty
- Concerns that a child is at risk of radicalisation, child sexual exploitation or criminal exploitation, including county lines; or that a child or their parent/carer may be a victim of modern slavery (trafficked)

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

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

Ensure you record these early concerns using CPOMS. If a child or adult does begin to reveal that a child is being harmed, you should follow the advice in the section *'If a child chooses to tell a member of staff about a concern or abuse'*.

Remember: If you are unsure, you should always have a discussion with the designated safeguarding lead or their deputy

If a child chooses to tell a member of staff about a concern or abuse

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, blamed or ashamed for making a report. Reports, particularly those about sexual violence and harassment, if possible, should be managed with two 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.

During your conversation with the child (or their parent/carer):

- 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 their parent/carer) 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’
- 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
- 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 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
- 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
- Write up your conversation as soon as possible and hand it to the designated safeguarding lead
- Children should not be asked to write statements about abuse or any concerns that may have happened to them or sign the staff record
- Seek support if you feel distressed. This may be sometime after the disclosure

Role of the designated safeguarding lead and their deputy following identification of concerns
Whenever the designated safeguarding lead or their deputy receive information regarding concerns about a child, including via police domestic abuse notifications (Stopping Domestic Abuse Together/SDAT) they will:

- Review information received and assess if any urgent actions are needed, i.e. medical, child’s immediate safety
- Check what is known about the child when they arrived (or not) at school today, how they are presenting physically and emotionally and if there are any changes in their behaviour
- Consider what is already known about the child and their family, including whether any previous concerns have been raised by staff or if they are already known to local authority children’s services (targeted early help or social care)

- Consider what 'checks' need to be carried out and how best these can be achieved
- Inform relevant school staff who have a specific need to know i.e. class/form teacher and relevant support staff
- Where appropriate use relevant national, local and education-based risk identifying, assessment tools and guidance to support the identification of needs and decision making, such as:
    - School-based records, assessments, and chronologies, including any contextual factors/placed based risks
    - Brook Traffic Light Tool – only DSLs/DDSLs trained in using this tool.
    - DDSCP multi-agency guidance, tools and briefing notes, for example Vulnerability of children not in school guidance, Children and Young People Missing from Home or Care protocol, Self-harm and Suicidal Behaviour Guidance, Briefing Note: Harmful Online Challenges and Hoaxes, Guidelines for gathering information and assessing the needs of children whose parents have drug/alcohol issues, Practice Guidance Child Sexual Abuse within the Family, Practice Guidance for responding to Adults and Child Victims of Modern Slavery, Male Circumcision guidance, Was not brought guidance, Childhood Obesity: Health, Wellbeing and Safeguarding guidance for practitioners, Guidance for responding to Adults and Child Victims of Modern Slavery, Schools Stopping Domestic Abuse Together Guidance, Domestic Violence Risk Identification Matrix (DVRIM), Safelives DASH Risk Identification Checklist (domestic abuse risk to adults), Children at Risk of Exploitation assessment, Graded Care Profile (neglect); see DDSCP safeguarding children procedures documents library
    - National guidance and assessment tools e.g. Stop it now (sexual behaviours), Contextual safeguarding tools, Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Not directly approaching a child or parent/carer about an incident when the school have received a domestic abuse notification (SDAT) and instead make general enquiries with the child about how they are. If a child initiates a conversation about the incident the guidance outlined in the section '*If a child chooses to tell a member of staff about a concern or abuse'* will be followed
- Following the Derby and Derbyshire Safeguarding Children Procedures and using the DDSCP Threshold document to support decision making about the child's needs and the appropriate level of support and intervention. Possible options include internal support via school/college pastoral systems, early help assessment and referral to statutory services such as local authority children's services
- Considering 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 Notifying parents
- If unsure about the action to take, including if a child protection referral should be made, seeking advice from local authority children's social care or another appropriate agency
- If the concerns are about radicalisation or violent extremism, making a referral to the police Prevent Team
- Where the child has complex needs or where there are child protection concerns, referring as appropriate to Local Authority Children's Services via agreed processes, providing a copy of the early help assessment, action plan and any other relevant assessments
- Notify the appropriate Local Authority Children's Services of any private fostering arrangements, to allow the local authority to check the arrangement is suitable and safe for the child

- 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, referring to the police. See NPCC When to call the police; guidance for schools and colleges. Safeguarding considerations must take priority and include how screening, searching, and confiscating powers will be used safely, proportionately, and appropriately, including undertaking a police strip search on a child and the requirement for children to have an appropriate adult.; see Searching, screening and confiscation at school guidance (2022)
- In all cases where children are believed to be at risk of exploitation, complete and submit an Information Sharing Form for Professionals Operation Liberty / Operation Blofeld to raise concerns and share information

Notifying parents/carers
The school will normally seek to discuss any needs or concerns about a child with their parents or carers. Where an early help assessment would benefit the child and their family the most appropriate member of staff should approach the parent/carer to take this forward. In situations where there are serious needs or child protection concerns the designated safeguarding lead or deputy will contact the parent or carer. However, if the setting believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from local authority children's social care.

Pastoral/school-based support (universal support/ low level needs)
In all cases the school/college will consider what support could be offered within the setting via pastoral support processes. Pastoral support will be kept under constant review to ensure that it is effective.

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

Our Early Help Offer can be found on our school website at:

https://www.etwall.derbyshire.sch.uk/website/early_help/543252

We also have an Early Help leaflet which is available on the website and can be found here:

What happens in an Early Help Assessment?

You will be fully involved and we will listen to you. It may be that we just talk to you and point you to the support you want.

If it's a bit more complicated, we'll need to ask you for information that we write down or type. This is so we can get the right information and share it (if you agree) with people who need to know, so we can better understand your circumstances and match up services that would best support you.

You'll get a plan showing what you want to achieve and the support you need.

An EHA is used nationally and is a key part of working together to support families.

Can I say no to an early help assessment?

Yes you can. But we would like to stay in contact with you in case your circumstances alter or you change your mind.

What happens when I stop receiving Early Help Services?

We want you to become confident and able to find your own solutions and take responsibility for your family.

You can continue to use all services that are open to families and children, and if your needs change then please ask us for further help if you need it.

Contact

Etwall Primary School
Eggington Road
Etwall
Derbyshire
DE65 6NB

Tel: 01283 732301
Email: enquiries@etwall.derbyshire.sch.uk

Etwall Primary School

Early Help
For children and families

Get the right support for your family at the right time.

Whenever a child and their family are supported via an early help assessment, the school/college will keep this under constant review and should the child's situation appear not to be improving or getting worse, consideration will be given to a referral to local authority children's services.

For more information about the early help assessment process see Derby and Derbyshire Safeguarding Children; Providing early help procedure.

Referral to local authority children's social care (intensive and specialist support)
Concerns about a child's welfare will be referred to local authority children's social care using the agreed referral process as outlined in Derby and Derbyshire Safeguarding Children; Making a referral to Children's Social Care procedure.

If at any point there is a risk of immediate serious harm to a child, an immediate referral should be made to local authority children's social care and/or if appropriate, the police

Anybody can make the referral

Where it is believed that there are urgent child protection concerns, the designated safeguarding lead or deputy will make a referral to local authority children's social care by phone and follow this up in 'writing' via the local authority Online Referral System. Non-urgent cases will be referred via the local authority Care Online Referral System. In Derby submission of an early help assessment, or equivalent assessment, to the weekly Vulnerable Children meeting (VCM) in the relevant locality can also be made.

In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action hasn't been taken, any staff member can refer their concerns directly to local authority children's social care; however, they should inform the designated safeguarding lead or deputy as soon as possible.

Female genital mutilation (FGM)
If the referral is about a 'known' case of female genital mutilation (FGM), in addition to a referral to local authority children's 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 FGM where a girl under 18 informs the person that an act of FGM has been carried out on her, or where physical signs appear to show that an act of FGM was carried out, this must be reported to the police on 101. This is a personal responsibility in addition to the referral to local authority children's social care and the professional who identifies 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, their deputy or other appropriate member of staff will:

- Where a referral was made by phone follow up the referral in writing using the online referral system within 48 hours and attaching any existing assessment e.g. early help assessment. In all cases the school/college will also include information held about any place-based risks (harm outside of the home)
- Be aware that local authority children's social care should make a decision within one working day of the referral being made about what course of action they are taking and let the school/college know the outcome. If the information is not forthcoming, the designated safeguarding lead 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. This includes sharing any reports with parents/carers and where appropriate, the child
- Share the content of this report with the parent/carer and if appropriate the child, prior to the meeting
- Attend core group meetings for any child subject to a Child Protection plan or Child in Need meeting for any child subject to a Child in Need plan
- Whenever there are concerns about the outcome of a Child Protection Conference, use the appropriate Derby or Derbyshire Child Protection Conference Professional Dissent Process
- Where a child on a Child Protection plan, Child in Need plan or who is Looked After moves from the school/college or if there are unexplained absences from school, immediately inform the child's social worker/key worker in local authority children's social care
- If after the referral the child's situation does not appear to be improving the designated safeguarding lead should press for re-consideration to ensure their concerns have been addressed and the child's situation improves. See Derby and Derbyshire Multi-Agency Dispute Resolution and Escalation Policy

Confidentiality and sharing information
The school/college recognises the importance of information sharing between the school/college and local agencies to effectively safeguard our learners. The setting operates with regard to HM

Government Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018) (Note: this is currently under consultation) and DDSCP Information Sharing Guidance for Practitioners (2022).

All staff will be mindful of the seven golden rules to sharing information (See Appendix 3) and Data Protection Act (2018) and UK General Data Protection Regulation (UK GDPR) obligations. Staff are aware that the Data Protection Act 2018 and UK GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe and promoting their welfare.

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

If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy

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

Staff should only discuss concerns with the designated safeguarding lead or deputy (or the most senior person on the premises if they are unavailable), headteacher or chair of governors/trustees (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 local authority 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 school's policy on information-sharing is available to parents and children on request.

Record keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the school/colleges agreed processes. If in doubt about recording requirements staff should discuss with the designated safeguarding lead or their deputy.

Records of concerns documentation, referrals and other written safeguarding information are kept in a child protection file for each child and stored separately from each child's education file; this file is 'tagged' to indicate that separate information is held. Child protection files are confidential and stored securely and only made available to relevant individuals.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome, as well as a review of any progress made. Any professional differences of opinion about the safety of a child will also be recorded; see DDSCP Multi Agency Dispute Resolution and Escalation Policy and Derby or Derbyshire Child Protection Conference Professional Dissent Process

When a child leaves the school, the designated safeguarding lead will ensure a copy of these records will be sent securely 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 or other education setting to which the child transfers and a confirmation of receipt obtained. The 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 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 and those receiving support through the Channel programme.

The designated safeguarding lead, their deputy and key staff such as special education needs co-ordinators will be informed when a child's safeguarding/child protection file is received.

Support for those involved in a safeguarding/child protection issue
Child neglect, abuse and exploitation are devastating for children and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

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

Section 7: Child-on-child abuse, including sexual violence and harassment

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

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

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

We have a Child on Child Abuse policy which is updated on an annual basis. Our behaviour policy and anti-bullying policies also make reference to our zero-tolerance approach to child-on-child abuse.

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

Risk assessments are put in place for any alleged perpetrators and support given to the victim.

What is child-on-child abuse?

- Keeping Children Safe in Education (June 2023) defines child-on-child abuse as most likely to include but not limited to:
    - Bullying (including cyberbullying, prejudice based and discriminatory bullying)
    - Abuse within intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
    - 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

    - Upskirting[6], which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
    - Initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- It can also include causing someone to engage in extremist or radicalising behaviour
- Child-on-child abuse exists on a continuum and different forms of abuse may overlap
- It can affect any child/young person of any age and sex and can occur between two children or through a group of children abusing a single child or group of children
- Sometimes vulnerable children are targeted. For example:
    - Those living with domestic abuse or with 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 are likely to be perpetrators. However, both girls and boys can experience child-on-child abuse, but they are likely to experience it differently e.g. 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 LGBTQ+ children are at greater risk
- It is influenced by the nature of the environments in which children/young people spend their time - home, school/college, peer group, online and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer
- Child-on-child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another and has the opportunity or is in an environment where this is possible
- While perpetrators of child-on-child abuse pose a risk to others, they are often victims of abuse themselves

Preventing child-on-child abuse

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

The school provides a safe environment, promotes a culture of positive standards of behaviour, takes steps to address inappropriate behaviour, has effective systems in place where children can confidently raise concerns knowing they will be taken seriously and provides safeguarding through the curriculum via relationships education/relationships and sex education, online safety, and

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

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.

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. Staff will maintain an attitude of '*it could happen here'* and 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 based processes. These are outlined in the following policies:

- Etwall Primary School behaviour policy, including bullying/ online bullying and prejudice-based bullying and school/college screening, searching, and confiscating powers and how they will be used safely, and appropriately, including police strip searches
- Online safety policy and other associated issues, including sharing nudes and semi-nudes and extremist material
- Attendance policy
- Relationships education/ relationships and sex education
- Children Missing from Education Policy

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 that it is not being reported. We recognise that children may not find it easy to tell staff about the abuse, that certain children may have additional barriers to telling someone and children can show signs or act in ways they hope adults will notice or react to. In some cases, victims may make indirect reports via a friend or staff may overhear conversations. All staff recognise the indicators and signs of child-on-child abuse and know how to identify it.

See page 20 *Systems for children to report concerns and abuse* for information about the systems in place for children to confidently report abuse.

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

Action on concerns
Child-on-child abuse may be a one-off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive however in some circumstances it may be less clear. In particular, reports of sexual violence and harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. In all cases the initial response to a report is very important. Members of staff will take the concerns seriously and reassure the child that they will be supported and kept safe, regardless of how long it has taken them to come forward. If possible, reports should be managed with two 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 6. Responding to concerns about a child's welfare* and discuss the concerns and seek advice from the designated safeguarding lead.

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 6. Responding to concerns about a child's welfare.

Considerations for cases where 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 time, location, 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 have any harmfully sexual behaviours 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 e.g. 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 are any differentials in power, social standing, 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 e.g. other children in school/college, adult students, school/college staff, in the child's household (particularly siblings or other children related to the 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 child-on-child 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 taking a leading role and using their professional judgement, supported by other agencies, such as local

authority children's social care and the police as required. The designated safeguarding lead will refer to relevant assessment tools and guidance as appropriate such as:

- Keeping Children Safe in Education (June 2023) part five
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Searching, screening and confiscation at school
- Behaviour in schools
- School suspension and permanent exclusion
- 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 procedures
- 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 and other appropriate staff will draw together separate risk and needs assessments and action plans to support the victim and the alleged perpetrator. These will consider:

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

Whenever local authority children's social care and/or the police are involved, the school/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 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 recorded in writing as outlined in Section 6.

Where appropriate incidents may be managed internally (low level needs), via early help (emerging needs) or through local authority 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 Derby and Derbyshire multi-agency safeguarding procedures, in particular Children who Present a Risk of Harm to Others and Online Safety and Internet Abuse 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.

The school uses the Contextual Safeguarding School Beyond Referrals Self-Assessment Toolkit & Guidance to self-assess our response to harmful sexual behaviour. All relevant policies will be

updated to reflect the lessons learnt and consideration given to the wider cultural issues within the school that enabled the behaviour to occur.

Where the victim or alleged perpetrator transfers to another education setting, the designated safeguarding lead 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 6. Responding to concerns about a child's welfare - 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 local authority children's social care and where appropriate, the police

Section 8: Safer recruitment and selection of staff

The school uses best practice and has adopted robust recruitment procedures as outlined in Keeping Children Safe in Education (June 2023) to deter and prevent people who are not suitable to work with children from applying, securing employment or volunteering opportunities in the school. We apply all appropriate measures for our staff, including volunteers, agency and third-party staff (supply staff) trainees/student teachers, governors/trustees, and contractors. This forms a vital part of the whole school/college approach to safeguarding and is an essential part of creating a safe environment for our learners.

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

When shortlisting at least two people will carry out the shortlisting exercise and we consider any inconsistencies, look for gaps in employment and reasons given for them. We explore all potential concerns and as part of the shortlisting process we carry out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with the applicant at interview. This online search will be completed by a member of staff who has been trained in safer recruitment but is not part of the appointment panel. They will highlight any concerns and bring them to the attention of the appointment panel.

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding children at every stage of the process from advertising, job descriptions/person specifications, application forms, shortlisting, employment history and references, selection and pre-appointment vetting checks.

Everyone who works in the school, including volunteers and school governors will have appropriate Disclosure and Barring (DBS) and teacher status, teacher and teacher prohibition checks or where appropriate GTCE sanctions and restrictions. Governors/trustees/proprietors will also require section 128 checks. We do not currently provide any childcare but are aware of the Childcare Disqualification Regulations 2018 and the Statutory Guidance Disqualification under the Child Care Act 2006 and have written confirmation that our childcare providers have carried out the appropriate checks.

Other checks that may be necessary for staff, volunteers, and others:

- **Individuals who have lived or worked outside the UK** – will undergo the same checks as all other staff in the school/college and further checks deemed appropriate to ensure suitability
- **Agency and third-party staff (supply staff)** - the school/college will obtain written notification from any agency or third party organisation provider that they have carried out checks on an individual who will be working at the school/college that we would otherwise perform.
- **Contractors** - where the school/college uses contactors to provide services the contact will set out their safeguarding requirements.
- **Trainee/ student teachers** – applicants salaried by the school/college will undergo all necessary checks by the school/college. The initial teacher training provider will carry out

necessary checks on fee funded trainee teachers and will provide written confirmation that these have been carried out and judged suitable to work with children.

- **Volunteers** - the school/college 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.

The school/college maintains a single central record of pre-appointment checks consistent with Keeping Children Safe in Education (June 2023).

See the school/college recruitment and selection policy/disclosure and barring (DBS) policy and supervision of volunteer's statement.

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

We recognise the importance of allowing access for local authority children's social care to conduct, or to consider whether to conduct an assessment and that staff from other partner agencies may need to visit to see a child or young person to either safeguard or promote their welfare. To support our decision making about appropriate checks regarding any professional visitor we operate using guidance outlined in the DDSCP Briefing Note - Professional Visitors to Schools. See school/college security and visitor's policy.

External speakers/visitors
The school may ask external speakers or visitors to work with children or provide assemblies on subjects such as online safety, relationships/relationships and sex education and health education. On these occasions there will be an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required, and an assessment made of what will be appropriate supervision. There will also be an agreement made in advance of the session/s on how a safeguarding report should be dealt with by an external visitor. See school policy/agreement for visiting speakers.

Alternative provision
The school/college continues to be responsible for any learner placed with an alternative provision provider. Learners in alternative provision often have complex needs and are vulnerable to additional risk of harm. We will ensure that the provider meets the needs of the learner and obtain written confirmation from the provider that appropriate safeguarding checks have been carried out on their staff and individuals working for the provider. The school/college also has arrangements in place to ensure attendance is monitored and that there are effective safeguarding arrangements within the provision.

Use of school/ premises for non-school activities
Our school safeguarding arrangements will apply to all activities provided by the school under the direct supervision of school staff. Where activities are provided by another body, the governing

body/trustees/proprietor will seek assurance that the provider has appropriate safeguarding/child protection policies and procedures in place, as outlined in the Keeping children safe in out-of-school settings guidance. This includes arrangements to liaise with the school where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. Safeguarding requirements are included in all lease/hire agreements.

Section 9: What staff should do if they have a safeguarding concern or an allegation about another member of staff or concerns about safeguarding practices within the school/ college

As part of our whole school approach to safeguarding there are processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Our culture and environment supports all of our staff to discuss matters that concern them in the workplace and, where appropriate, outside the workplace (including online) which may have implications for the welfare and safety of children.

All concerns and or allegations about adults working in or on behalf of the school (including supply teachers, contractors, and volunteers) will be reported, recorded, and dealt with promptly and appropriately.

This includes whenever the school receives an allegation relating to an incident that happened when an individual or organisation was using their school promises for the purposes of running activities for children.

By doing so everyone in the school will:

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

The school recognise there are two levels of allegation/concern

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

Our response to concerns/allegations is consistent with the DDSCP Safeguarding Children Allegations against Staff, Carers and Volunteers procedure.

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. Where it is alleged that anyone working in the establishment, including supply teachers, contractors and volunteers has:

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

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

If you have concerns about another staff member

Staff who are concerned about the conduct of a colleague (including supply staff, contractors, and volunteers) 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 a conflict of interest in reporting the matter to the headteacher/principal 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.

This should be completed on the LADO referral form (copy in CPOMS staff library) and emailed to:

- **professional.allegations@derbyshire.gov.uk**

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, local authority 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.

For further information about how concerns which may meet the harms threshold will be investigated, recorded and managed, including non-recent allegations by a child and referrals to the Local Authority Designated Officer (LADO) see Etwall Primary School Staff behaviour (code of conduct) policy, which incorporates low-level concerns, managing allegations against staff and whistleblowing.

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". A 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 behaviour (code of conduct) policy, including inappropriate conduct outside of work, or
- Does not meet the harm threshold or is not 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 behaviour (code of conduct) policy.

Staff should share low-level concerns in confidence with the headteacher. This should be done in person although an email can be used to alert the headteacher that the staff member wants to discuss a concern.

Low-level concerns about the headteacher should be reported to the chair of governors. This should be done by emailing or phoning the Chair of Governors:

jmitchell@etwall.derbyshire.sch.uk
The phone number can be accessed from Arbor or can be obtained by speaking to a member of the office staff.

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

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

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

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

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

For information about how to raise concerns with the senior leadership team or other channels see staff behaviour (code of conduct) policy, which incorporates the whistleblowing routes available to staff.

Appendix 1	Example 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 school/college

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

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

"Any member of the staff, including volunteers, 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*
- *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/principal or where the headteacher/principal is the sole proprietor of an independent school the allegations should be reported directly to the Local Authority Designated Officer (LADO).*

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

Concerns about a child or young person

Child's full 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/potential harm:			
Not known		**Volunteer**	
Learner in this school/college		**Member of staff**	
Learner in another school/college, please specify		**Governor/trustee**	
Family member		**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 incident/s or anything you see or have been told by a child, or another person. Record any visible injuries or ask the child/young person to point to where else it is sore/hurts. 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. Remember to make clear what is fact and what is hearsay/opinion. Note the language and terminology used by the child, or adult, and be clear about who has said what. Continue on a separate sheet if necessary.

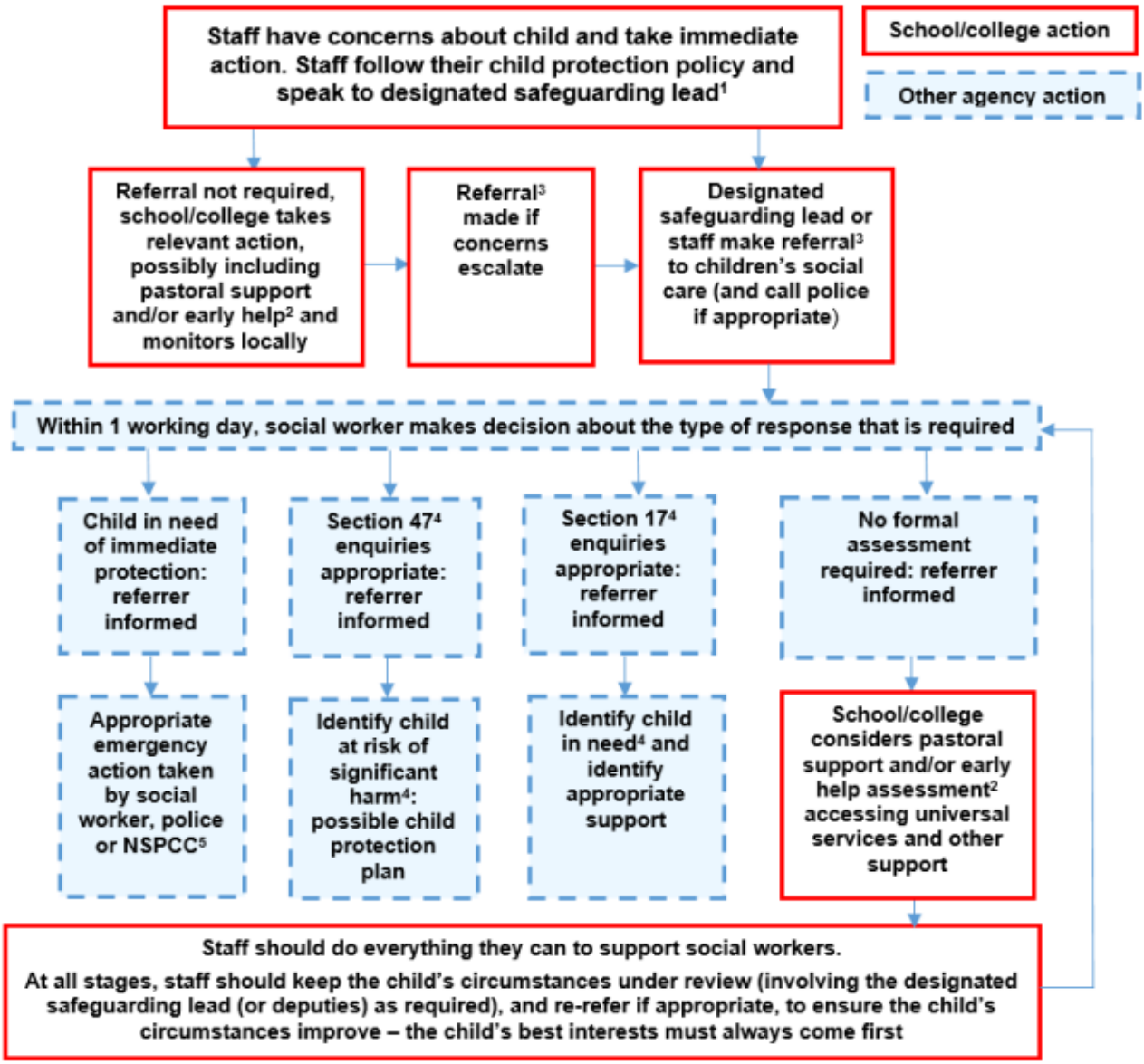
Has any action already been taken in relation to this concern? For example, child taken out of class, first aid

Name of person concerns reported to	**Date**

Action to be taken / recommendations from designated safeguarding lead

Name of person completing form	**Signature**	**Date and time**

Appendix 2	Safeguarding flowchart



[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).

Taken from Keeping Children Safe in Education (June 2023), DfE, page 22

Appendix 3	The seven golden rules to sharing information

1. Remember that the UK General Data Protection Regulation (UK GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the UK GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

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

END