

Derby and Derbyshire
Template Safeguarding/Child Protection Policy for Education Providers July 2024

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) May 2024 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.*

Important notice

While all hyperlinks have been checked and where required updated, the links to the Derby and [Derbyshire Safeguarding Children procedures and document library](#) are likely to change in the next few months as the provider Tri-x moves to a new platform. Please check and ensure that all links are kept up to date.

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

Derbyshire Out of School Tuition (OOST)

Date of policy publication: January 2025

Author/s of policy: Alex Butler, Sian Mansey, Rebecca Grundy

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.

Policy review dates and changes September 2026

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

Content list

Item:	Section	Page number
1.	Introduction	3
2.	What is abuse?	5
3.	Service staff safeguarding roles and responsibilities	7
4.	Key safeguarding contacts	10
5.	Responding to concerns about a child's welfare	14
6.	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 service	21

Section 1: Introduction

This child protection/safeguarding policy outlines how the service 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.

As defined in [Working Together to Safeguard Children](#) (2023) safeguarding and promoting the welfare of children as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- 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
- Promoting the upbringing of children with their birth parents, or otherwise their family network¹ through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to achieve the best outcomes in line with the outcomes set out in the Children's Social Care National Framework²

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact children and families' lives.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

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

¹ A family network can be a blood-relative, or a non-related connected person, such as a family friend or neighbour

² [Children's social care: national framework](#). The statutory national framework document is for those who work in local authority children's social care. It includes relevant information for all safeguarding partners and agencies who work with children's social care.

- 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

Safeguarding and child protection policy statement

ISAS operates a whole service 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 service 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.

The service 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](#) (2023). As a relevant agency, the service 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 (*note: the Threshold and Assessment protocols are currently under review*).

The service 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 relating to learning from reviews or audit located in the multi-agency safeguarding children procedures [document library](#).

Context

This policy enables (name of service) 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](#) (2023)
 - [Keeping Children Safe in Education](#) (May 2024)
 - [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](#) (2023) and [The Prevent duty: safeguarding learners vulnerable to radicalisation](#) (2023)
- [Derby and Derbyshire Multi-agency Safeguarding Children procedures](#)

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 harm can involve physical, sexual, or emotional abuse, neglect and/or exploitation and can include witnessing the ill treatment of others, such as in all forms domestic abuse. Children can be at risk of abuse inside and outside of their home, in their community, inside and outside the service and online.

Safeguarding issues can put children at of risk harm. Behaviours linked to drug taking and/or alcohol misuse, unexplained and/or persistent absences 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, exploitation, 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)
- Upskirting³
- Substance use – drugs and/or 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)
- Homelessness
- Other issues not listed here but that pose a risk to children

³ 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 \(2019\)](#)

Further information about indicators of abuse and neglect as well as safeguarding risks noted above are located in [Keeping Children Safe in Education](#) (May 2024) and via the Derby and Derbyshire Safeguarding Children Partnership website [Information and Resources](#).

Section 3: Service staff safeguarding roles and responsibilities

Staff induction

ISAS staff 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 service which support safeguarding, including online safety and copies of policies; this includes:

- Child protection/ safeguarding policy, which includes how the service deals with child-on-child abuse
- 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 child-on-child abuse
- The role and names of the designated safeguarding lead, their deputies.

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 (May 2024)
 - Service leaders all of [Keeping Children Safe in Education](#) (May 2024)
 - Staff who do not work with children directly at least [Keeping Children Safe in Education: for school and college staff \(part 1\)](#) (May 2024) 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, and the school dedicated safeguarding email address
 - The safeguarding response to children who are missing education or where there are unexplainable and/or persistent absences from education
 - The safeguarding response to child-on-child abuse
 - What private fostering arrangements are and the appropriate safeguarding response
 - 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
 - The protocols for recording concerns on school systems
- 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 service, in their home, institutional or community setting and online
- Children can abuse other children, referred to as child-on-child abuse, and the service policy to prevent and respond to it
- Children with special education needs, disabilities (SEND) or health issues, 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 or health issues, 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, bisexual, or gender questioning
- 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)⁴, virginity testing and hymenoplasty⁵
- Work with the designated safeguarding lead and do everything they can to support social workers to help them carry out a statutory assessment

⁴ There is a specific [legal duty](#) on teachers to report acts of FGM on girls under 18 to the police

⁵ 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

- Be mindful that early information sharing is vital to identifying and tackling all forms of abuse, exploitation, and neglect and in promoting children's welfare, including in relation to their educational outcomes

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 updated⁶ as well as Prevent Duty, child-on-child abuse, private fostering 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.
- Data protection (including recording protocols) and cyber security, with in-depth data protection training for DSLs in line with Keeping Children Safe in Education, Annex C: Role of the designated safeguarding lead.

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

⁶ See DDSCP multi-agency training pathway on the [training page](https://www.ddscp.org.uk/training-page) of www.ddscp.org.uk

Section 4: Key safeguarding contacts

Service staff with specific safeguarding responsibilities

Safeguarding Role	Name and Role	Service contact details
Designated Safeguarding Leads	<i>Service Leads</i> Rebecca Grundy Sian Mansey	Contact via Teams/email
Deputy Designated Safeguarding Leads	<i>Lead Officers</i> Donna Carter	Contact via Teams/email

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

Contacts	Derby	Derbyshire
Early Help Advice	Early Help Advisors <i>(see DDSCP early help webpage)</i>	Early Help Development Team <i>(see DDSCP early help webpage and Derbyshire schoolsnet. Note: changes are currently being made to the early help offer and contacts will be changing)</i>
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: Locality 1 & 5 Derwent, Chaddesden, Spondon, Oakwood, Mackworth, Allestree and Darley Email: vcm1and5@derby.gov.uk Locality 2 Sinfen, 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	Requests for support from professionals, should be made via the online request for support unless a child is at risk of Significant Harm
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	Initial Response Team Urgent: 01332 641172 or out of hours via Careline 01332 956606	Starting Point Urgent: 01629 533 190 Non urgent:

	Derby	Derbyshire
Children's Social Care	Non urgent: Derby Children's Social Care Online Referral system	Starting Point online
Local Authority Designated Officer (LADO)	Derby and Derbyshire LADO referral form Email: CPM-duty@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 • Service Police Safer neighbourhood team or link officer (<i>add name, role and contact details</i>) • Also see When to call the police – guidance for schools and colleges	
Prevent (radicalisation and extremism)	• For advice contact the Local Authority Prevent Team: Derbyshire - 01629 538473 or prevent@derbyshire.gov.uk Derby - 07765 222032 or sally.siner@derby.gov.uk • Police Prevent (radicalisation/extremism) Team on 101 or directly via 0300 1228694. For emergencies phone 999. See Refer someone to the Derbyshire Prevent Team (Derbyshire Constabulary) • Reporting extremism concerns about an adult working in an education setting submit the details at report extremism in education	
Education Welfare and Local Authority Children Missing Education (CME) Officer	• (<i>Add names, roles and contact details</i>) • 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)	• (<i>Add names, roles and contact details</i>) • Derbyshire Education Welfare Services • CME: CS.CMECoordinators@derbyshire.gov.uk • See Children missing from education for further information on guidance, policies and procedures relating to school age children missing from education
Virtual School for Looked After Children	• Virtual School Head - 07812 301044 or graeme.ferguson@derby.gov.uk	• Rachel Moore, Head of the Virtual School for Children in Care 07798 882876 or rachel.moore@derbyshire.gov.uk
Emotional Health and Well-being Services	emotional well-being and mental health services, including school Mental Health Support Teams and Specialist Community Advisors.	
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

Contacts	Derby	Derbyshire
Harmful Sexual Behaviour Service	Action for Children Pathway Programme Service for harmful sexual behaviours. pathwayservice@actionforchildren.org.uk	Action for Children Pathway Programme Service for harmful sexual behaviours. pathwayservice@actionforchildren.org.uk
Cyberchoices	For children at risk of being drawn into cybercrime via East Midlands Cyber Secure	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	<i>(See relevant District council website)</i>

Key National Contacts *(Add or amend as appropriate)*

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: • 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 including for non-recent abuse: • 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 online material promoting terrorism or extremism

Organisation	Description and contact details
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. Includes Shore which provides a safe and anonymous place for young people to get help and support. The aim is to prevent harmful sexual behaviours among young people.

Section 5: 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 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.
- If you are unsure speak to the designated safeguarding lead or their deputy
- If the designated safeguarding lead or their deputy is not around, ensure the information is shared with the most senior person in the service that day. The concerns and any action taken must then be shared with the designated safeguarding lead as soon as it is possible
- If the concerns are about sharing nudes and semi-nudes do not view, copy, print or share the images
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends, or family
- As soon as you are able, complete a record of the concerns. This should be on the same day and before the child is due to leave the school premises ([add information about your service process for recording concerns](#)) (see [Appendix 1: Example Concerns Form](#))
- Seek support for yourself if you are distressed ([Add reference and links to your school staff support structures](#))

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, exploitation, 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 item⁷ or where a search has revealed a safeguarding risk
- Behaviour or changes in presentation, including changes in school attendance, which gives rise to suspicions that a child may not be receiving adequate care or may be suffering harm
- Hint or disclosure of abuse about or by a child
- Concerns that a person(s) who may pose a risk to children is living in a household with children present
- Concerns about online abuse including cybercrime, exploitation, harmful sexual behaviour, sharing nudes and semi nudes and/or where any adult appears to be sexually communicating (e.g., email, text, written note or verbally) with a child
- Concerns about child-on-child abuse, including sexual violence and harassment

⁷ 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 service behaviour policy](#))

- 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, play and or appearance may have changed, their attendance at service 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 service 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 *(add details of the concerns recording systems)* and following the protocols in Appendix 4: Safeguarding and Child Protection Recording. 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 well-being 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:
 - Service-based records, assessments, and chronologies, including any contextual factors/placed based risks *(add information about service-based assessment tools i.e., emotional well-being, learning and development, body maps)*

- 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, Well-being 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) and Working with Sexually Active Children and Young People Under the Age of 18; see DDSCP safeguarding children [procedures](#) and [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 \(2024\)](#)
- Not directly approaching a child or parent/carer about an incident when the service 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](#) (*note: this is currently under review*) to support decision making about the child's needs and the appropriate level of support and intervention. Possible options include internal support via service 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, contacting the local authority Prevent team for advice and where appropriate 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. Notifications will contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and made in writing⁸
- 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

⁸ See statutory guidance [Children Act 1989: private fostering](#)

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 \(2024\)](#) to raise concerns and share information

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.

ISAS Safeguarding Concern Reporting Procedure

These steps should be taken directly after any safeguarding concern arises.

1. Record concern factually in writing noting date, time, location and people present
2. Discuss safeguarding concern with school DSL/ADSL
3. Contact ISAS DSL to discuss safeguarding concern and actions being taken
 - a. This would be own Lead Officer then Service Leads then any other Lead Officer
 - b. DSL/ADSL will review information and actions and agree any further action/follow up

- c. DSL/ADSL can access Derbyshire safeguarding records (Mosaic through PSS) to understand wider context and monitor actions and outcomes.
4. Complete service concern form with DSL/ADSL. This should be saved in the child's file and the word 'SAFE' added to the child filename to indicate safeguarding concerns.
This should include:
 - a. A clear and comprehensive summary of the concern (see Appendix 4)
 - b. Details of how the concern was followed up and resolved
 - c. A note of any action taken, decisions reached, the rationale for these, and the outcome, as well as a review of any progress made
 - d. 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 and Derbyshire Child Protection Conference Professional Dissent Process](#)
5. DSL/ADSL will complete safeguarding outcome form when they are confident the concern has been appropriately addressed.

Where a safeguarding concern is raised about a child who is not supported by the service the steps above should be followed and a record of the concern for kept until the DSL/ADSL is confident the concern has been appropriately addressed when the record will be deleted.

Confidentiality and sharing information

The service recognises the importance of information sharing between the service 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](#) (2024), Information Commissioner's Office [A 10 step guide to sharing information to safeguard children](#) (2023) 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, rather, they provide the legal framework under which information can, and in some cases, must be shared.

Service 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, who will seek advice from our Data Protection Officer if needed

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

All information sharing outside of 'business as usual', should be recorded on the appropriate logs

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.

Where appropriate, 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 under alternative, appropriate, lawful basis⁹. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

Details of whom the service shares information with, in what circumstances and under what lawful basis can be found in our published Privacy Notices.

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
- Support is available from [Your wellbeing - Our Derbyshire](#)

⁹ [See Information Sharing Advice for practitioners providing safeguarding services for children, young people, parents and carers](#), Why data protection legislation does not prevent information sharing, pages 9 -11

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 service 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 support 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 schools and in the service (including supply teachers, contractors, and volunteers) will be reported, recorded, and dealt with promptly and appropriately according to DCC procedures.

Concerns about safeguarding practices within the service

All staff are encouraged to raise concerns about poor or unsafe practice and potential failures in the service 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.