1. Introduction 3
2. What is abuse? 6
3. School staff safeguarding roles and responsibilities 7
4. Key safeguarding contacts 11
5. Ensuring a safe environment for all children 15
6. Responding to concerns about a child's welfare 21
7. Child-on-child abuse, including sexual violence and harassment 28
8. Safer recruitment and selection of staff 33
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 35
Appendix 1 – Example concerns form 39
Appendix 2 – Safeguarding flowchart 41
Appendix 3 – The seven golden rules to sharing information 42

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 our school premises and are proactive about anticipating and managing risks that children face in the wider community and online. To support this each school assesses the risks and issues in the wider community when considering the well-being and safety of its learners. Due to the context of our Trust, our children may be at greater risk of county lines, vulnerable to extremism, or online grooming.

To protect our learners, we have a Prevent action plan/risk assessment and are part of the Stopping Domestic Abuse Together (SDAT) initiative. We have safeguarding as a central pillar in each school and we ensure that safeguarding is talked about in form time; during PSHE (or similar) lessons; assemblies are delivered which actively promote a safe culture and one of openness and where students feel safe and confident to talk to staff about concerns or worries.

We utilise external speakers to support a culture of safety and awareness of risks outside the setting, including Police and the Fire Service. We also ensure that we review the provision in place in each school through discussion with partnership agencies to address emerging trends and risks.

The Trust 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). As a relevant agency, the Trust understands its role within local safeguarding arrangements and operates in accordance with the Derby and Derbyshire Safeguarding Children multi-agency procedures and Staffordshire Safeguarding Children Board including the local crit0/Lf1 g (en-GB)>BDC qf1 0 0

Know w

	Sinfin, Alvaston, Boulton, Chellaston, Osmaston and Allenton Email: vcm2@derby.gov.uk (Integrated Disabled Children's Service)		

	helpline@saferinternet.org.uk
	0800 789 321
	Hosted by Refuge, Helpline 0808 2000247
	Resources for schools include free advice from an Education Psychologist about how best to support children via National Helpline 0204 513 9990

outcomes for all of our learners and is everyone's responsibility in school. The Trust and school response to children absent

and mental health problems, seek advice from external agencies where appropriate and have clear referral and accountability systems. Within each setting there are key pastoral staff who are able to support and sign post students who may require mental health support.

Each school 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.
- 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, each school 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. Each school 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.

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.

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

The school 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. Each school promotes a culture of inclusion, with recognition that students may feel uncomfortable in

/F1 12 Tf 5.32 i 0 0 BT 55.W* BT /F1 12 Tf 5.32 i 0 0 BT ET tnf -4p n, we/3(acge 0.0000083(or)-3(6t)-7(io)

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.

Where appropriate, each school will provide key information in a range of formats, including different languages and visual guides.

We are committed to offering our learners preventative education and 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 recognise 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 SEND.

Our preventative education forms part of our whole Trust 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. Each school's core va (en-iage)-2(/)-3(c)3(ivil)12( )-483(p)-4(ar)8(t)-4(

Each school has an Online Safety Policy which outlines how the four areas of risk, content, contact, conduct and commerce, will be addressed to protect and educate learners and staff. They also incorporate the policy on 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. Each school is also in regular communication with parents and carers and uses these communications to reinforce online safety and the systems the school use to protect children from online harms 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.

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.

Please see each individual school's Online Safety Policy for information.

The Trust 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 each school 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 not recognise what is happening is abusive.

Each 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 Trust and individual school's cultures promote trusted relationships between learners and all staff, which supports children to tell staff about any concerns they may have.

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

	Concerns that a child is at risk of domestic abuse or so called 'honour-based' abuse, including forced marriage, FGM, breast ironing, virginity testing or hymenoplasty. Concerns that a child is at risk of radicalisation, child sexual exploitation or criminal exploitation, including county lines; (this is also known locally as CRE) or that a child or their parent/carer may be a victim of modern slavery (trafficked).

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

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 Ci

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.

In all cases the school will consider what support could be offered within the setting via pastoral support processes. Each school has a pastoral support system which encompasses some early help provision. Individual school websites and pastoral teams will give further information. Pastoral

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).

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, adult students, school 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 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's 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, part five
Sharing nudes and semi-nudes: advice for education settings working with children and young people
Searching, screening and confiscation at school
Stop it Now Sexual Behaviours Traffic Light Tool
DDSCP Thresholds Document
DDSCP Safeguarding Children Procedures, in particular children who present a risk of harm to others and online safety and i

part of the whole Trust and individual school 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.

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 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.

Any QEGSMAT settings

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.

By doing so everyone in each school will:

Create and embed a culture of openness,

date, place of incident, persons present, what was witnessed, what was said etc; this should then be signed and dated.

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 LADO see the Staff Behaviour (Code of Conduct) Policy, which incorporates low-level concerns, managing allegations against staff and whistleblowing.

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 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 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 Staff Behaviour (Code of Conduct) Policy.

Staff should share low-level concerns

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 the Staff Behaviour (Code of Conduct) Policy, which incorporates the whistleblowing routes available to staff.

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.

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

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 or equivalent if the allegation is against the Headteacher or where the Headteacher is the sole proprietor of an independent school the allegations should be reported directly to the LADO.

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

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.

For example, child taken out of class, first aid