SAFEGUARDING AND CHILD PROTECTION PROCEDURES PART 2 SEPT 24

Version 2.0

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Our School

Our Context

These procedures should be read in conjunction with other relevant policies.

Elmsleigh is a very unique and inclusive Infant & Nursery School with a PAN of 180 pupils situated on a predominately white British social housing estate in the town of Swadlincote.

Safeguarding is at the forefront of everything we do. All staff and visitors use our electronic signing-in system (Inventory). Visitors including contractors or new to Elmsleigh have to present their DBS and are added onto our single central record. All safeguarding-related concerns, discussions and decisions made and the reasons for those decisions are recorded using 'My Concerns'. All behaviour which triggers a concern for staff must be recorded using Elmsleigh's internal behaviour logging system via Arbor. Elmsleigh staff follow the school's personalised behaviour policy across school. For children with extreme behaviours, staff who are Team teach trained to support this. If physical intervention is used, staff record this on Arbor and in the Physical Intervention Book.

Our Pupils, Our Families and Our Community

Within our school, we have a significant number of children from socially deprived backgrounds. In total, 50% of our children qualify for pupil premium funding from reception to Year 2 and are identified as disadvantaged. We also closely track vulnerable children regardless of pupil premium funding.

Last year, 59% of our children who are being monitored for school support or whom have an EHCP are also identified as disadvantaged. This included 83% of our 12 EHCP children last year. All disadvantaged children are identified at the start of each academic year and tracked to ensure that they receive their entitlement where the impact is measured during pupil progress meetings every term.

The IDACI index (Income Deprivation Affecting Children) ranks us 6,633 in a possible 32,844 which places us in the 30% most deprived areas in the UK. 34% of our families reside in the top 23% of deprivation and a further 10% in the top 10% of the most deprived areas in the UK. We work hard to support families. Last academic year, 10 families were provided weekly with additional food purchased by the Fare Share scheme which we subscribe to and a further 16 families were successfully referred for the Household Support Fund. As a result, some of our families have backgrounds of involvement in low and high level crime, substance misuse, and domestic violence which is prevalent within our community. There has been an increase of families being subject to Child Protection plans, Child In Need and social care involvement by 14% during the last academic year. (See My Concerns and data in termly HT reports to Governors). We have positive relationships with all families and strive to support families with low aspirations.

We recognise that our pupils with special educational needs (SEN) or disabilities or certain health conditions may face additional safeguarding challenges and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.

- Communication barriers and difficulties in managing or reporting these challenges.

We offer extra pastoral support to our pupils.
We offer enhanced communication support to our pupils.

Any concerns of abuse involving pupils with SEND will require close liaison with the DSL/ DDSL and the SENCO.

We understand that some children will be more vulnerable, both online and offline, due to their individual needs and / or personal circumstances. We understand that some young people will require more support to keep themselves safe. We are all committed to providing the additional support, education, guidance or multi agency protection that these pupils need to be able to achieve and thrive.
We will ensure that we remain particularly alert to the potential need for additional support at any tier or threshold for a child who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Recognising Abuse and Taking Action

Our Training and Our Support

We are all trained in recognising and responding to signs of abuse; training is bespoke to our role and responsibility. The DSL & SBM manage an annual safeguarding training and development calendar so that we receive updates / guidance and training throughout the year that ensures we are confident and competent to meet the needs of our pupils.

Safeguarding Training / Awareness	DSL / DDSL	School staff in regulated activity	MDS	Admin/Site Staff	Governors
Safeguarding and Chid Protection	✓	✓	✓	✓	✓
KCSIE updates	✓	✓	✓	✓	✓
PREVENT	✓	✓	✓	✓	✓
Acceptable ICT Use	✓	✓	✓	✓	✓
Online Safety	✓	✓	✓	✓	✓
FGM	✓	✓	✓	✓	✓
Private Fostering	✓				
Safer Recruitment	✓				✓
DSL Training	✓				

DSL Priorities for 2024-2025 – DSL Tab

All Staff

DSL/DDSL

	Esteem Network	Mental Health	Neglect	DV (Home Issues)	Behaviour	Online safety	Attendance
DSL	✓	✓		✓	✓	✓	✓
DDSL	✓	✓	✓	✓	✓	✓	✓

	FOCUS											
Autumn 1	**Annual Statutory updates**	Safeguarding update	KCSIE 24 update	Acceptable ICT	Safer Recruitment Workshop (SBM)	Esteem Safeguarding Network	Thrive Training (SLT)	Compass Network for parents	Team Teach Training	Brook Toolkit Training	Henry Project	Arbor Behaviour Training
Autumn 2	**Attendance & Home Issues**	Esteem Safeguarding Network	Thrive Lead Practitioner training	Compass Network for parents	Parent Conflict Training	Attendance Training	Safeguarding Conference					
Spring 1	**Mental Health & DV**	Domestic abuse	Compass Network for staff	Thrive Pupil wellbeing Training								
Spring 2	**Behaviour**	Esteem Safeguarding Network	Online safety	Suspensions Training								
Summer 1	**Neglect**	Stronger Families	Neglect									
Summer 2		Esteem Safeguarding Network	Cyber Security									

We have a team of staff in our school who are trained to lead safeguarding across our school. The DSL or the DDSL will always be available on site. If we have concerns about a pupil or the conduct of a member of staff (both in school or outside of school) we always seek advice from the DSL or the DDSL. For more information on the role of the DSL and DDSL, please refer to Part 1 Esteem Safeguarding Policy

Our Safeguarding Team	Names	Contact Details
DSL	Ellen Collins	ellenc7@elmsleigh.derbyshire.sch.uk
DDSL	Tina Arckless	t.arckless@elmsleigh.derbyshire.sch.uk
DDSL	Laura Mansfield	l.mansfield@elmsleigh.derbyshire.sch.uk
Link Governor	Kim Peace	kimp3@elmsleigh.derbyshire.sch.uk
Link Trustee	Dawn Butler	dbutler@elmsleigh.derbyshire.sch.uk

If the DSL or DDSL requires support or guidance, they can contact:

Role	Contact	Details
Esteem Head of Safeguarding and Early Help	Hannah Longley	hlongley@esteemmat.co.uk
Esteem Head of HR	Maxine Day	mday@esteemmat.co.uk
FASST Senior Key Worker (Early Help)	Chantelle Taylor Walster Timara Soar Hamiton	Ctayor-walster@esteemmat.co.uk Tsoar-hamilton@esteemmat.co.uk
Chair of LGB (if concerns are around the Head Teacher)	Rachel Rayner	rrayner@elmsleigh.derbyshire.sch.uk
Local Safeguarding Advice Line	Derbyshire	**South Derbyshire** **Mark Davey (FT)** 01629 539079 Mob: 07785 110799 Mark.davey@derbyshire.gov.uk

Pupils with special educational needs, disabilities or health issues

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

We offer extra pastoral support for these pupils. This includes:
Add details of the pastoral support you offer these pupils, as well as the support you provide to help pupils overcome any communication barriers they face.

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

Our school and Esteem Multi Academy Trust recognises that supporting pupils and families who may be at risk can be challenging for the staff involved. The DSL (or DDSL) has access to regular Safeguarding Supervision and the Esteem DSL Network.

All staff can access support via Westfield Health.

We follow Elmsleigh Infant school procedures where we have any concerns regarding the welfare or safety of a pupil. Our visitors, volunteers, Governors and Trustees also follow Elmsleigh Infant School procedures, this is made clear to them on entry to Elmsleigh via the Inventry system and through our safeguarding lanyards which is given to all external visitors on their first visit when working with children. It is our duty to inform them to report their concerns immediately to a member of Elmsleigh staff who will report it onto My Concern.

Communicating and Working with Parents and Carers

Where appropriate, we will discuss any concerns about a pupil with their parents or carers. The DSL will normally do this in the event of concern or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the pupil, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them and understand their wishes in terms of what support they may need and how the report will be progressed.

- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s).

If school have assessed that Early Help intervention would be appropriate for the pupil or for the family, this referral to Esteem FASST or the Early Help team at Derbyshire County Council on 01629 535353 or via Hayley Homer familyhelpsouthderbyshire@derbyshire.gov.uk on 01629 532969 and will only be completed with consent. Parents and Carers do have the right to withdraw their consent at any point.

Recording and Reporting

For Staff

We will hold records in line with our Esteem Records Retention Policy.
All safeguarding concerns, discussions, decisions made and the reasons for those decisions, will be recorded on My Concern, including where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc. If I am in any doubt about whether to record something, I will discuss it with the DSL / DDSL.
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.

Photographs of children / injuries will not be taken by Esteem staff, except in exceptional circumstances and following a discission with a member of the Esteem Education Team

Concerns, referrals and any other documents regarding safeguarding a pupil (including meeting minutes and reports) will be uploaded and stored in My Concern. This confidential information and will be held securely on My Concern and only available to those who have a right or professional need to see them.
Any non-confidential records will be readily accessible and available.
Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.
Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.
If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded as soon as possible, securely, and separately from the main pupil file.
To allow the new school/college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer.
- **The first 5 days** of the start of a new term.

In addition, if the concerns are significant or complex, and/or social care are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.
In addition, if the concerns are significant or complex, and/or social care are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child. All safeguarding records will be transferred via My Concerns when a child leaves Elmsleigh Infant and Nursery School.

Please refer to the EMAT Retention Policy September 23

For Our Pupils

Where there is a safeguarding concern, staff will take the pupil's wishes and feelings into account when reporting. The DSL will consider the pupils wishes and feelings when determining what action to take and what services to provide. Staff recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations. Children are actively encouraged to speak out to stay safe to 'safe adults' which is embedded in our school ethos through the PSHE curriculum and whole-school assemblies.

To achieve this, we have systems in place which are well promoted, easily understood and easily accessible for pupils for pupils to confidently report abuse. These include:

-Regular assemblies regarding safer adults – NSPCC Assembly every September 'Speak out, stay safe'

-Year 2 workshops from NSPCC professionals

-NSPCC PANTs workshops every October

-Class worry jars & communication aids

-CPD for all staff including middays working in school

-Full time pastoral lead for children to refer themselves to

-Values embedded in school to promote a safe environment – PSHE lessons and assemblies to reinforce expectations

-Child-friendly approach to speaking out- posters and kindness captains

-Reinforce the language of, "Stop, I don't like it'

-Regular 'Anti-bullying' approach to speaking out immediately

-Reinforce through PANTS workshops as part of the curriculum and when required.

At Elmsleigh, there is a caring culture where children feel safe and secure. Much time has been embedded to help children to understand the importance of speaking out to stay safe. All children are informed that any concerns are taken seriously and that they are in a safe space to talk. Staff are trained to listen first, reassuring them to safely express their views and provide feedback to the child.

Our Safeguarding Procedures

If a Pupil is Suffering or Likely to Suffer Harm or is in Immediate Danger.

We will make a referral to children's social care and/or the police **immediately** if we believe a child is suffering or likely to suffer from harm or is in immediate danger.
Anyone can make a referral but our DSL and DDSL are trained to lead on referrals.
If I have made the referral directly and I am not the DSL or the DDSL, I will inform the DSL or DDSL immediately or as soon as possible.
We will ensure we follow the procedures Worried About a Child? (ddscp.org.uk) for making a referral to Social Care as determined by our local Safeguarding Partnership - Derby Safeguarding Children Partnership (ddscp.org.uk)

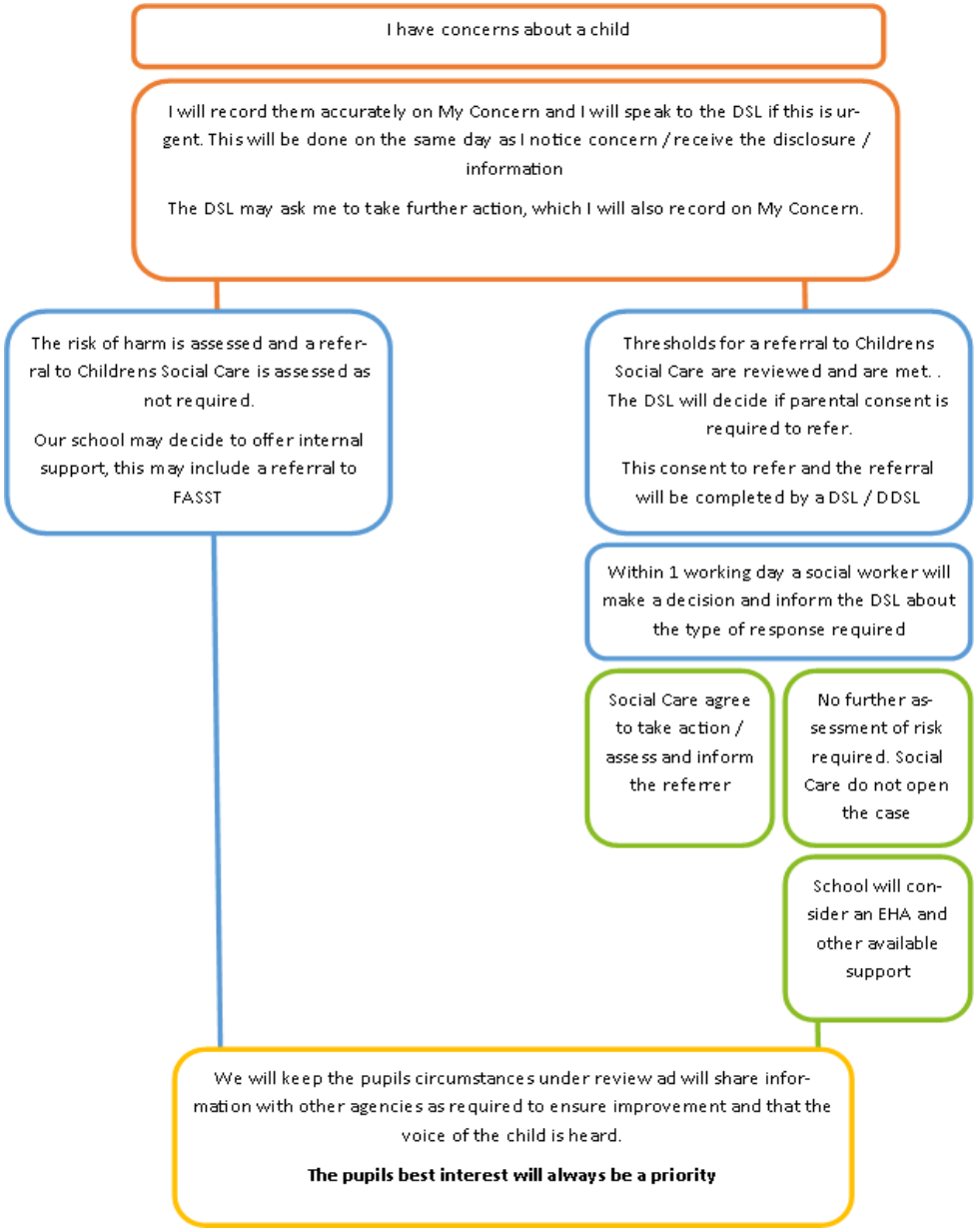
If a Pupil Makes a Disclosure to Me.

If a pupil discloses a safeguarding issue to me, I will:

- Listen to and believe them. I will allow them time to talk freely and will not ask leading questions.
- Stay calm and I won't show that I am shocked or upset.
- Tell the pupil they have done the right thing in telling me. I won't tell them they should have told me sooner.
- Explain what will happen next and that I will have to pass this information on. I will not promise to keep it a secret.
- Write up my conversation on My Concern as soon as possible on the day the information was received using the child's own words. I will stick to the facts, and I won't put my own judgement on it. I will ensure that my language is professional and cannot be misconstrued. I will record information as if it is going to be shared with external partners and parents / carers.
- Ensure that the DSL has received the report. Alternatively, if appropriate, I will make a referral to children's social care and/or the police directly and I will tell the DSL as soon as possible. Aside from these people, I will not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.
- I understand that some pupils may:
    - Not feel ready, or know how to tell someone that they are being abused, exploited or neglected.
    - Not recognise their experiences as harmful.
    - Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.
    - Not be able to disclose using verbal communication and need access to augmentative communication systems and staff trained.
    - Communicate through their behaviour or require staff to recognise changes in their presentation, concentration and motivation.

None of this will stop me from having a 'professional curiosity' and speaking to the DSL if I have concerns about a child.

If I have Concerns About a Child (As Opposed to Believing A Child Is Suffering Or Likely to Suffer From Harm, or That They Are In Immediate Danger).



I will record my concern onto My Concern and I will speak to the DSL or DDSL to agree a course of action. I may be required to take low level actions and record this onto the My Concern system.
If in exceptional circumstances the DSL or the DDSL is not available, this will not delay appropriate action being taken. I will speak to a member of the senior leadership team and/or take advice from Esteem Head of Safeguarding, a Senior Practitioner in the Esteem Family and Student Support Team and / or local authority children's social care. I know I can also seek advice at any time from the NSPCC helpline on 0808 800 5000.
If I take any actions directly, including making a referral to children's local authority social care, I will always seek advice from Esteem MAT and I will share details with the DSL as soon as practically possible. If I make a referral

directly, I will record the details on My Concern immediately. Any online or paper-based referral must be uploaded as a file onto My Concern.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will usually make the referral or will support me to do so. The DSL will refer to the local safeguarding partnership / board threshold document and will evidence their concerns using the descriptors published.
The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes and any discussions are accurately recorded on My Concern.
If the pupil's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Esteem FASST and Early Help Assessment (EHA)

Esteem FASST are our central Early Help Service. They have a tiered model of support that all pupils and families can access to ensure the right support at the right time.
Further information and referral forms can be found at www.fasst-esteem.co.uk
If an EHA is appropriate, the DSL will generally lead on either liaising with other agencies and setting up an inter-agency assessment or will make a referral to the Esteem FASST who will then lead as appropriate. I may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.
The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Specific Safeguarding Concerns.

We are trained to notice and to have professional curiosity.
We are supported to discuss our observations and our concerns with a DSL/ DDSL
We are encouraged to have confidence to challenge and think the unthinkable.

These indicators of abuse and the action we will consider are not an exhaustive list but are points for reflection and consideration.
We are skilled at identifying indicators of abuse. We notice changes in behaviour, presentation, motivation and communication and we know what actions are required to promote a pupils wellbeing and to keep them safe.

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support us to do so.

If I make a referral directly, I tell the DSL immediately or as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Children's Social Care in Derbyshire

If you are a practitioner and wish to talk to a Social Worker about ways to engage children and families in early help and/or whether thresholds for Social Care or Early Help have been met, please ring the area where the child lives:

- In Derbyshire - Starting Point Consultation and Advice Service for Professionals 01629 535353. The service operates Monday to Friday from 10am – 4pm.

If you are concerned about a child's welfare or worried they are being abused, you should make a referral to Children's Social Care in the area where the child lives.

- In Derbyshire via Starting Point (Call Derbyshire)Telephone contact to Starting Point 01629 533190 or via an online referral.
- Out of Hours 01629 532 600

Please note that the link to the online referral system takes you to a 'My Account Register or login page'. To quickly access the referral form you can click on the continue without an account link, or if you prefer you can create an account prior to completing the referral form.

For more information see Making a referral to Social Care procedure.
Please do not keep your worries to yourself

Police
Referring to the police

If it is necessary to refer an incident to the police, this will be done through the community police officer:
Ian Hodgkinson
PCSO 13211
Safer Neighbourhood Team
Derbyshire Constabulary
South Division – South Section
Swadlincote Police Station
Civic Way
Swadlincote
DE11 0AE
Tel: 101

Alternatively in a non-emergency, call 101.

In an emergency, call 999.

Silent 999 calls

If you're in danger but you can't talk on the phone, you should still call 999, then follow these instructions depending on whether you're calling from a mobile or a landline.

Report it

You can also report it online, or contact Crimestoppers anonymously on 0800 555 111 or via crimestoppers-uk.org. No personal details are taken, information cannot be traced or recorded and you will not go to court or have to speak to police when contacting Crimestoppers.

A pupil whose behaviour towards other pupils causes a safeguarding concern or where we have received an allegation of Child-on-Child Abuse (peer-on-peer where the young people are 18+

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. We have an attitude that child on child abuse can happen here.
We recognise that some groups of children are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk of child-on-child abuse. All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations or concerns that raise safeguarding concerns of harm or risk.
This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put pupils in the school at risk of harm.
- Is violent.
- Involves pupils being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex.
- Through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Online and face to face (both physically and verbally).

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

Managing allegations of child-on-child abuse (and peer-on-peer abuse where the young people are 18+)

When supporting victims, we will:

- Reassure that the law on child-on-child abuse is there to protect them, not criminalise them.
- Reassure that they are being taken seriously and that they will be supported and kept safe.
- Ensure that they are never given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting alleged perpetrators, the DSL will:

- Take the lead role in any disciplining of the alleged perpetrator(s).
- Provide support (or refer to a service to provide support) at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or LA children's social care to determine this.
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

When recording and reporting an allegation of abuse against another pupil we will:

- Record the allegation and inform the DSL immediately, but we will not investigate it.

The DSL will:

- Contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- Put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s).
- Contact the children and adolescent mental health services (CAMHS), if appropriate.

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

We will create a supportive environment at Elmsleigh Infant School to minimise the risk of child-on-child abuse by:

- Regularly reviewing decisions and actions and updating policies with lessons learnt.
- Looking out for potential patterns of concerning, problematic or inappropriate behaviour, and deciding on a course of action where we identify any patterns.

- Considering if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again.
- Being alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners.
- Remaining alert to the possible challenges of detecting signs that a child has experienced sexual violence and show sensitivity to their needs.
- Challenging any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent. (See Jigsaw PSHE curriculum overview PSHE/RSE | Elmsleigh Infant & Nursery (elmsleighinfantschool.co.uk) & behaviour policy)
- Ensuring pupils are able to easily and confidently report abuse using our reporting systems.
- Ensuring we reassure victims that they are being taken seriously.
- Supporting pupils who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
- Considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- Ensuring staff are trained to understand:
    - How to recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.
    - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”.
    - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
        - Children can show signs or act in ways they hope adults will notice and react to.
        - A friend may make a report.
        - A member of staff may overhear a conversation.
        - A child’s behaviour might indicate that something is wrong.
        - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
        - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

- The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
- That they should speak to the DSL if they have any concerns.
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

A pupil who has raised concerns around sharing of nudes and semi-nudes ('sexting')

Indicators of risk may include:

Staff will report to the DSL immediately if they are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery') Staff will explain to the pupil that they need to report the incident and reassure them that they will receive support and help from the DSL.

We will report to the DSL immediately if we are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video also known as 'sexting' or 'youth produced sexual imagery')

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care.
I will explain to the pupil that I need to report the incident and reassure them that they will receive support and help from the DSL.
I will **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if I have already viewed the imagery by accident, I must report this to the DSL).
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

I will record all of this information accurately on My Concern.
The DSL / DDSL will review the information.
Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that manages safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s).
- If a referral needs to be made to the police and/or children's social care.
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).

- Whether immediate action should be taken to delete or remove images or videos from devices or online services – this is likely to be on advice from the police.
- Any relevant facts about the pupils involved which would influence risk assessment.
- If there is a need to contact another school, college, setting or individual.
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs).
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts and any pupil in the images or videos is under 13.
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They may hold interviews with the pupils involved (if appropriate and all pupils involved attend your school).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through [**Ian Hodgkinson**, **PCSO 13211** Safer Neighbourhood Team, dialling 101].

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on My Concern.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our RSE education and online safety curriculum. Teaching follows best practice in delivering safe and effective education

A pupil who is Missing from Education or is Absent from Education

We understand that pupils who go missing from education could be at increased vulnerability to abuse, exploitation and neglect. There are many circumstances where a child may become missing from education, but some children are particularly at risk.

Pupils being absent from education for prolonged periods and/or on repeat can act as a warning sign to a range of safeguarding issues.

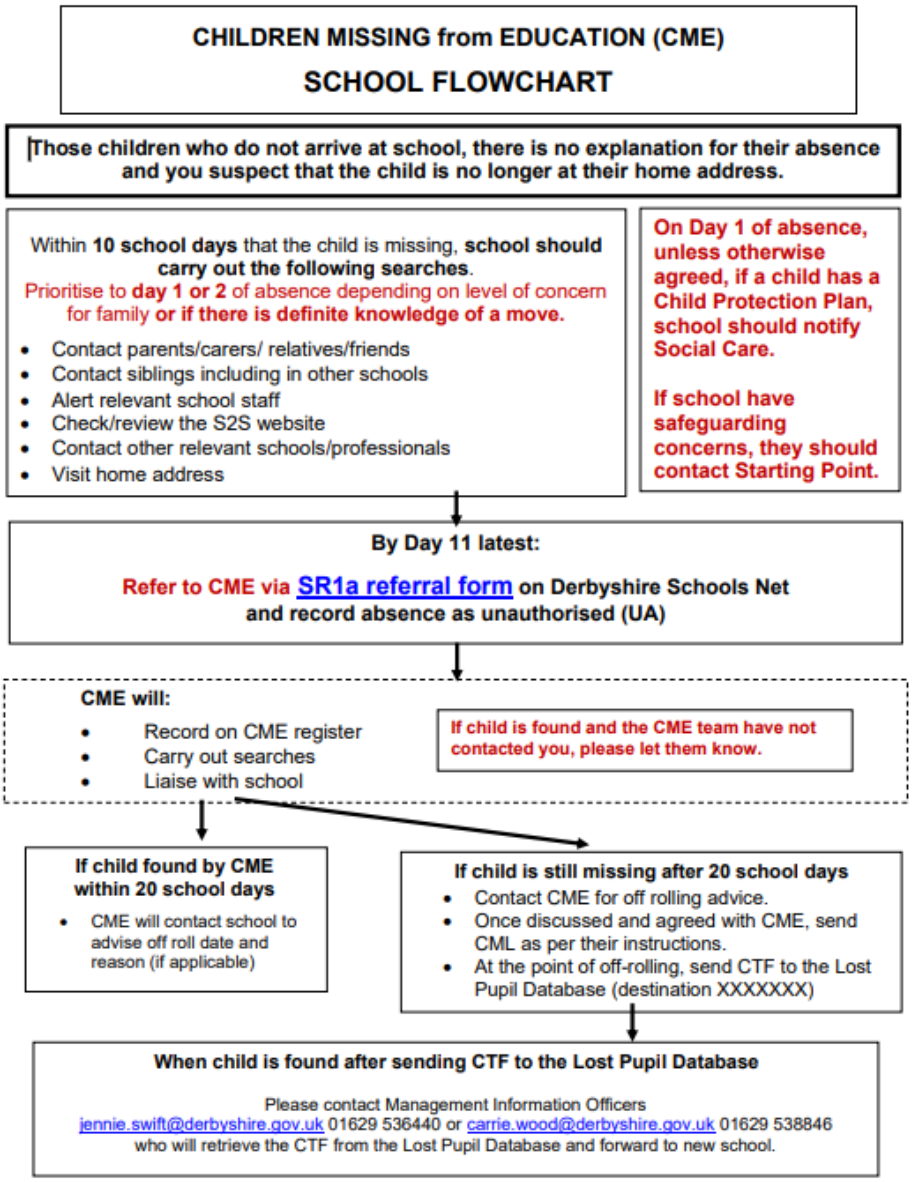
Indicators of risk may include: (outline the warning signs you will notice and log)

- Patterns of unauthorised absence, particularly in regard to:
    - Pupils from a Gypsy, Roma or Traveler family.
    - Pupils from Service Personnel families.
    - Pupils who arrive from new migrant families.
    - Pupils who are supervised by the youth justice system.
- Pattens of disengagement from parents / carers (not being able to get in touch, no responses to (home school diary / class DoJo)
- Any warning signs that a child may be travelling to conflict zones, be at risk of FGM or forced marriage.
- Any signs that a child may be suffering from harm or neglect, or these risks have been identified.

Actions we will consider are: (what actions you take / consider, procedures you will follow)

If staff have any concerns at all about a child who has been missing in education for more than 10 days, refer your concerns to the DSL immediately who will liaise with the attendance team, who will have already conducted daily checks to the child's home if there is no explanation for absences.

A pupil who is persistently absent from education, including persistent absences for part of the school day.



CS.CMECoordinators@derbyshire.gov.uk <CS.CMECoordinators@derbyshire.gov.uk **or phone** 01629 535741

A pupil who is persistently absent from education, including persistent absences for part of the school day.

The DFE define a 'persistent absentee' as a pupil who, at any point in the year, has accumulated absence at 10% or more of the available sessions regardless of whether or not any of it is authorised. The PA status may change as the terms progress but these pupils are at particular risk of achieving poor outcomes at school and beyond. Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, exams or variable moods. It is important to note that these pupils are still expected to attend school regularly. At Elmsleigh, school will start promptly at 8.45am and all children are expected to arrive at this time.

If any families are consistently late, then this will be addressed by the attendance team as it will impact on the overall impact of the pupil's well-being and increase anxieties.

Indicators of risk may include:

Children will become more vulnerable and withdraw from engaging with school, both emotionally and academically if they start to miss school. Staff at Elmsleigh are very astute at identifying changes of behaviour in children but once this is recognised, concerns will be reported via My Concern.

Signs to look out for include:

- Lack of engagement in lessons
- Shift in friendship groups – more isolated
- Struggling in lessons – gaps emerging in learning
- Struggling emotionally – behavioural outbursts / dysregulation / tiredness

School staff will recognise that there can be attendance challenges where a child has a social, emotional or mental health issue, particularly a severe issue for which the child is receiving clinical treatment. At Elmsleigh, we also recognsie that the overall mental health of parents and carers impacts on attendance of their children and pastoral support is offered if vulnerable families are struggling to get children into school based on their own anxiety.

Actions we will consider are:

All staff have a duty to report to the DSL if they have concerns about a child using My Concerns. This creates contextual information to formulate a picture of a child.

The attendance team will address concerns about a child's absence following the school's Attendance policy procedures. These include:

- Inform parents / carers through a conversation and a letter regarding persistent absence concerns and that a monitoring period is in place.
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance. Any associated anxiety about attending should be mitigated as much as possible by creating a plan to implement reasonable adjustments to alleviate specific barriers to attendance (see effective practice examples). These adjustments should be agreed by and regularly reviewed with all parties, including parents/carers
- If meetings and external intervention does not improve attendance, then Elmlseigh Infant and Nursery School may issue a penalty notice

A pupil who may be a Young Carer

Young carers provide care, assistance or support to another family member who is disabled, physically or mentally ill, or has a substance misuse problem. Young carers can carry out significant or substantial caring tasks, taking on a level of responsibility that is above what should be expected from a young person. As well as the daily tasks, such as housework, cooking and bathing, young carers live with the added pressure of school. Caring can be satisfying but it can also be exhausting and make great demands on a young person's time, health and emotions.

If staff suspect that a pupil is a young carer, they will contact the County Council for information, advice and support related to their caring role. Young Carers have their own dedicated telephone number should they wish to speak to a Young Carers Assessor. Your Young Carers Assessor will be able to offer practical advice, guidance and signposting to other relevant services, as well as working with the young person to develop a support plan and completing a statutory carers assessment. The contact telephone number is Young Carers: 01773 833833. General Enquiries: youngcarers@derbyshirecarers.co.uk.

A pupil who may be at risk of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.
The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of risk may include:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

Actions we will consider are:

- Make a My Concern log immediately and speak to the DSL who will contact Starting Point.

If you are concerned about a child's welfare or worried they are being abused, you should refer to the social care thresholds and if they are met, you should make a referral to Children's Social Care in the area where the child lives.

- In Derbyshire via Starting Point Telephone contact to StartingPoint 01629 533190 or via an online referral.

- If anybody has about drug-related crime in your area or think someone may be a victim of drug exploitation, call Derbyshire police on 101. If it's an emergency, **please call 999**.

A pupil who may be at risk of serious violence

Indicators of risk may include:

- Increased absence from school.
- Change in friendships or relationships with older individuals or groups.
- Significant decline in performance.
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above).

We understand the following risk factors which increase the likelihood of involvement in serious violence include:

- Being male.
- Having been frequently absent or permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Actions we will consider are:

- Staff to notify DSL via My Concern of any changes of presentation / behaviours.
- DSL to arrange Early Help support Formulate multi-agency meeting to support the family. Home family support referral via FASST team if appropriate.
- If you are concerned about a child's welfare or worried they are being abused, you should make a referral to Children's Social Care in the area where the child lives.
- In Derbyshire via Starting Point Telephone contact to StartingPoint 01629 533190 or via an online referral.
- Reporting knife crime to Derbyshire:
- Twitter – direct message our contact centre via @DerPolContact
- Website – We have several crime reporting tools on our website or use our online contact form
- Phone – call us on 101

A pupil who may be at risk of CSE

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence

We know that CSE is form of child sexual abuse that may involve physical contact, including assault by penetration or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in

preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

Indicators of risk may include:

- Unexplained gifts, money or new possessions.
- Associate with other children involved in exploitation.
- Suffer from changes in emotional well-being.
- Misuse alcohol and other drugs.
- Go missing from home or care for periods of time or regularly come home late.
- Regularly miss school or education or do not take part in education.
- Have older boyfriends or girlfriends.
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Actions we will consider are:

- Staff to notify DSL via My Concern immediately of any concerns, changes or disclosures.

If you are concerned about a child's welfare or worried they are being abused, you should make a referral to Children's Social Care in the area where the child lives.

- In Derbyshire via Starting Point Telephone contact to StartingPoint 01629 533190 or via an online referral.

A pupil who may be susceptible to radicalisation into terrorism

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism.

Radicalisation refers to the process of a person legitimising support for, or use of, terrorist violence

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to**:**

- Negate or destroy the fundamental rights and freedoms of others; or
- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- Intentionally create a permissive environment for others to achieve the results outlined in either of the above points

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

Radicalisation can occur quickly or over an extended period.

Indicators of risk may include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong

Actions we will consider are:

- Report any concerns immediately to the DSL and log on My Concerns.
- DSL will contact starting point.

Consider the level of risk and decide which agency to make a referral to. This could include the Police or Channel, the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.
In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

A pupil who has a family member in prison, or is affected by parental offending

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health

Indicators of risk may include:

- Parenting capacity – children become self-sufficient, often late for school with high rates of absences
- Lack of engagement with school on a daily basis and during events– friends of family dropping off and collecting
- Attention-seeking / withdrawal behaviours from children.
- Changes in eating habits – scavenging food / refusal to eat food
- Rapid changes in mood swings
- Unkempt appearance and dirty clothes
- Fear of conflict
- Fear of going home
- Grieving for loss of parent

Actions we will consider are:

- Staff to notify DSL via My Concern of any changes of presentation / behaviours.
- Staff to conduct welfare support with the child – refer to pastoral lead if required
- DSL to conduct welfare call to parent if appropriate and signpost to appropriate services. Suggest GP referral or visit Trent PTS (01283 244173)
- Formulate multi-agency meeting to support the family. Home family support referral via FASST team if appropriate.

A pupil whose family circumstance may presenting challenges. This could be concerns around:

Parental drug and alcohol misuse

Indicators of risk may include:

- Parenting capacity – children become self-sufficient, often late for school with high rates of absences
- Increase of parental aggression and challenge when intoxicated.
- Lack of engagement with school on a daily basis and during events– no response from phonecalls / withdrawal from bringing and collecting from school.
- Attention-seeking / withdrawal behaviours from children.
- Changes in eating habits – scavenging food / refusal to eat food

- Rapid changes in mood swings
- Unkempt appearance and dirty clothes

Actions we will consider are:

- Staff to notify DSL via My Concern of any changes of presentation / behaviours / challenges from parents who appear intoxicated
- If a parent turns up to collect intoxicated, staff to notify DSL immediately. DSL will challenge the parent contact social care or the police if there is significant risk to the child.
- Staff to conduct a welfare children with the child – refer to pastoral lead if required
- DSL to conduct welfare call to parents / catch the school gate if appropriate and signpost to appropriate services. Suggest GP referral or visit Derby Recovery Partnership https://www.derbyshirerecoverypartnership.co.uk/
- Formulate multi-agency meeting to support the family. Home family support referral via FASST team if appropriate.

Adult mental health issues

Indicators of risk may include:

- Parenting capacity – children become self-sufficient, often late for school with high rates of absences
- Lack of engagement with school on a daily basis and during events– no response from phonecalls / withdrawal from bringing and collecting from school.
- Attention-seeking / withdrawal behaviours from children.
- Changes in eating habits – scavenging food / refusal to eat food
- Rapid changes in mood swings
- Unkempt appearance and dirty clothes

Actions we will consider are:

- Staff to notify DSL via My Concern of any changes of presentation / behaviours.
- Staff to conduct a welfare children with the child – refer to pastoral lead if required
- DSL to conduct welfare call to parents / catch the school gate if appropriate and signpost to appropriate services. Suggest GP referral or visit Trent PTS (01283 244173)
- Formulate multi-agency meeting to support the family. Home family support referral via FASST team if appropriate.

Domestic Abuse. We understand that children are also victims of Domestic Abuse.

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children.

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Indicators of risk may include:

- DA notifications into the Safeguarding@ inbox (DSL only).
- Replicated behaviours at home – children hurting with intent.
- Disclosure from family or older siblings
- Disclosure from the children
- Change in behaviours – withdrawn or struggling to comply or lethargic
- Reluctance to go home / looking for a safe space in the classroom

Actions we will consider are:

- We will not contact parents when we receive a notification; we will ensure we are available to support the child
- If there is a DV notification, DSL to inform the class teacher to keep a vigilant eye of changes of behaviour in the child.
- If a parent approaches Elmsleigh, staff to refer to DSL who can support the child and family. South Derbyshire and Trident Reach are services open to our area (See appendix).
- Multi-agency approach to be established for early help in supporting the family either Child In Need or Children Protection Plan based on the outcome of a social care assessment.
- FASST referral can be made for HOPE support for the child.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

Indicators of risk may include:

- Parents request of HSF support / reaching out to pastoral lead.
- Disclosure from child
- Children may be stealing food

Actions we will consider are:

- Make a My Concern log immediately
- Supply Fare Share food for the family
- Letters of support for housing association
- Consider TAF meetings for children at risk of homelessness for a multi-agency meeting
- The DSL will contact the family to discuss the next steps for referral

A pupil who may be experiences mental ill health

Indicators of risk may include:

- Children who are victims of abuse and neglect;
- Children with additional needs and disabilities;
- Children from Black, Asian and minority ethnic groups;
- Children who have witnesses a stressful or traumatic life event such as a bereavement or sudden change of environment;
- Children who are living in care
- LGBTQ+ children

At Elmsleigh, staff know the children they work with well and will look for any signs of changes in children. This may include:

- sudden mood and behaviour changes – this could include trashing of classrooms and loss of control
- self-harming - this could present as head-banging
- unexplained physical changes, such as weight loss or gain
- sudden poor academic ability – barriers to learning and reluctance to participate in learning
- Reports of children struggling with sleeping problems
- changes in social habits, such as withdrawal or avoidance of friends and family.

Actions we will consider are:

- Familiar staff to talk to the children in a safe space, using age-appropriate language. Give the children time to talk.
- Make sure that the children are aware of who they can talk to, reinforcing 'safe adults'. If a child isn't able to engage, refer to the DSL for advice.
- Pastoral lead to consider Early Help support via the FASST team and 'Hope' programme (Helping our pupil's emotions'
- All staff have a duty to immediately log a 'My concern'

- DSL will make a referral to Staring Point on 01629 535353 unless a child is already open to services whereby contact with the social worker will be made immediately.

A pupil who is misusing alcohol and other drugs themselves

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and increased risk of being a victim of violent crime and criminal exploitation, including sexual exploitation.

Actions we will consider are:

If a member of staff suspects Drug and/or Alcohol misuse, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate

A pupil who is Looked After, Previously Looked After or has returned home to their family from care

Looked after children, previously looked after and children who have returned to their family from care come from a range of different backgrounds and have varied experiences of care. Each child has their own different and specific sets of needs but is classed as a vulnerable child. Looked after children are tracked separately across school to ensure that support is in place for them both academically and emotionally.

Indicators of risk may include:

- Children may enter care for all sorts of reasons. But many enter because they have been abused or neglected. These experiences can leave children with complex emotional and mental health needs, which can increase their vulnerability to abuse.
- Many looked after children have previous experiences of violence, abuse or neglect. This can lead to them displaying challenging behaviour and having problems forming secure relationships. Some find it hard to develop positive peer relationships.

Actions we will consider are:

- If there is a change of behaviour in a child, staff should log a 'My Concern' describing the change in the child.
- The DSL will discuss concerns with the child's class teacher and pastoral intervention will formulate targets for the child's PEP and work alongside the virtual school to provide additional support. This may include the use of a creative mentor.
- The link social worker will also be contacted as an update of change of behaviour by the DSL.

A pupil who is a private fostering arrangement

A private fostering arrangement is one that is made 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 for 28 days or more. A close relative is defined as "a grandparent, brother, sister, uncle or aunt (whether of the full blood or half blood or by marriage or civil partnership) or step-parent.

Privately fostered children are a diverse and sometimes vulnerable group which includes:

- A child who is living with a friend's family as a result of parental separation, divorce or arguments at home;
- A child whose parent's study or work involves unsociable hours and they are unable to use ordinary day care;
- A child who has been sent to this country for education or health care by birth parents living overseas.

Indicators of risk may include:

Whilst the majority of private fostering arrangements will not place a child at risk, there will be some who are not properly safeguarded. Therefore it is essential that awareness is raised of the notification requirements, and the effectiveness of this is monitored to ensure that children are safeguarded when necessary. Becoming aware that a child is being privately fostered requires vigilance by practitioners.

There are some signs that may indicate a child is being privately fostered.

- A parent has a 'niece' or 'nephew' staying with them for a while;
- A child suddenly disappears without warning;
- A child says they are staying with a friend or relative, or even a stranger;
- A child says that there is another child staying at home with them.

Actions we will consider are:

Staff should notify their DSL immediately if a private fostering arrangement comes to their attention. The Designated Safeguarding Lead should seek advice from Children's Social Care as to whether the child/young person is in a Privately Fostered arrangement under the regulations. The Derbyshire professional advice line can be contacted on **01629 535353** if the child's current residence/place of stay in this arrangement is in Derbyshire.

A pupil who is lesbian, gay, bi or gender questioning

The fact that a child or a young person may be LGB or gender questioning is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGB or gender questioning (whether they are or not) can be just as vulnerable as children who identify as LGB or gender questioning.

Indicators of risk may include:

We also recognise that LGBTQ+ children are more likely to experience poor mental health. Any concerns should be reported to the DSL

Actions we will consider are:

When families/carers are making decisions about support for gender questioning pupils, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children.

When supporting a gender questioning pupil, we will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD).

We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). We will also include any clinical advice that is available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where pupils can speak out or share their concerns with members of staff.

In teaching Relationships Education and RSE, Elmsleigh ensures that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Our staff have received training regarding equality and protected characteristics which includes sexual orientation and gender reassignment. At Elmseigh, we ensure that all of our teaching is sensitive and age appropriate in approach and content. We have a very inclusive ethos which includes the importance to value all protected characteristics.

It is important that children and young people are taught about all kinds of relationships. When having discussions about relationships as part of the RSE curriculum, staff make it clear to children and young people that same sex relationships and different gender identities are valid and should be respected. Discussions are held about what a healthy relationship looks like, and make sure they know who to talk to if they are ever worried about anything.

A pupil who may be at risk online, including the use of mobile technology or a pupil who is putting others at risk online

As part of online safety, we are aware of our responsibility for information security and access management, and we will ensure that we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this we:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as ‘mobile phones’).
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above we will:

- Educate pupils about online safety as part of our curriculum. For example:
    - The safe use of social media, the internet and technology.
    - Keeping personal information private.
    - How to recognise unacceptable behaviour online.
    - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
    - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.
    - Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation.
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy, which you can find on our website **[insert hyperlink]**.

This section summarises our approach to online safety. For comprehensive details about our policy on online safety, please refer to our online safety policy, which you can find on our website.

A pupil who may be at risk of Honor-Based Abuse

So-called 'honor-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honor of the family and/or community, including FGM ,forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All forms of HBA are abuse and will be handled and escalated as such.

- There may be evidence of domestic abuse, including controlling, coercive and dominating behaviour towards the child or young person and or adult victim.
- Family disputes, and unreasonable restrictions on the young person such as removal from education or virtual imprisonment within the home may occur.
- Children sometimes truant from school to obtain relief from being policed at home by relatives. They can feel isolated from their family and social networks and become depressed, which can on some occasions lead to self-harm or suicide.
- Other warning signs may include risk of female genital mutilation (FGM) and/or sexual abuse. (See **Safeguarding Children at Risk through Female Genital Mutilation Procedure** and **Forced Marriage Procedure**). Victims of honour based violence are sometimes persuaded to return to their country of origin under false pretences, when in fact the intention could be to kill them.

Actions we will consider are:

- speak to the pupil about their concerns in a secure and private place – we understand the '1 chance rule'.
- Anyone who has concerns that a child is at risk of honour based abuse/ violence, or is living in a household where it is being perpetrated, should consult with their DSL immediately.
- Wherever there are concerns about honour based abuse or violence an immediate referral to Children's Social Care and or the Police should be made. See **Making a Referral to Social Care Procedure**.
- If the child is at immediate risk of harm the DSL must contact the Police on 999.
- In all cases where honour based abuse or violence is reported or suspected the immediate, imminent and longer term risks must be considered. Immediate action to protect the child and/ or other family members may be required.
- speak to the pupil about their concerns in a secure and private place – we understand the '1 chance rule'.

A pupil who may be at risk of FGM or we have discovered that FGM has taken place

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Indicators of risk may include:

- A pupil confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.
- A family/pupil already being known to social services in relation to other safeguarding issues.

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable.
- Finding it hard to sit still for long periods of time (where this was not a problem previously).
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Having frequent urinary, menstrual or stomach problems.
- Avoiding physical exercise or missing PE.
- Being repeatedly absent from school or absent for a prolonged period.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour.
- Being reluctant to undergo any medical examinations.
- Asking for help, but not being explicit about the problem.
- Talking about pain or discomfort between her legs.

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practicing FGM (this is the biggest risk factor to consider).
- FGM being known to be practiced in the girl's community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.

A girl:

- Having a mother, older sibling or cousin who has undergone FGM.
- Having limited level of integration within UK society.
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman".
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period.

- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion).
- Being unexpectedly absent from school.
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

Actions we will consider are:

Speak to the DSL immediately if we suspect a pupil is at risk of FGM or we suspect that FGM has been carried out and the DSL follow our local safeguarding procedures.
Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

Will immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and complete a My Concern report and involve children's social care as appropriate.
The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Concerns about a staff member, supply teacher, volunteer or contractor

Please refer to the Esteem Managing Allegations and Low-Level Concerns Policy

Complaints

Please refer to the Esteem Complaints Policy

Whistle Blowing

Please refer to the Esteem Whistleblowing Policy

National and Local Guidance / Services and Resources

Specific Safeguarding Concerns	National Guidance / Services / Resources	Local Guidance / Services / Resources
A pupil whose behaviour towards other pupils causes a safeguarding concern or where we have received an allegation of abuse towards a pupil by a pupil. Child on Child Abuse	Keeping children safe in education - GOV.UK (www.gov.uk) What is online child-on-child abuse? | Internet Matters Child on child abuse – Safeguarding Network	Elmsleigh-Behaviour-Exclusions-and-Anti-Bullying-Policy-August-2024.pdf (elmsleighinfantschool.co.uk) **DDSCP Child on Child Abuse Strategy Final May 22.pdf (proceduresonline.com)**
A pupil who has raised concerns around sharing of nudes and semi-nudes ('sexting')	Online Safety Resource Centre - London Grid for Learning (lgfl.net) Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)	Online Safety and Internet Abuse (proceduresonline.com)
A pupil who is Missing from Education	Children missing education - GOV.UK (www.gov.uk) Children who run away or go missing from home or care - GOV.UK (www.gov.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk)	DDSCP Graded Care Profile Assessment Tool Template FINAL April 2020.pdf (proceduresonline.com) Children missing from education (derbyshire.gov.uk) Children missing from education - Derbyshire County Council
A pupil who is persistently absent from education, including persistent absences for part of the school day.	Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk) Attendance: persistent and severe absence thresholds and statistics | The Key Leaders (thekeysupport.com)	Attendance-Policy-2024-2025-final.pdf (elmsleighinfantschool.co.uk) Attendance management and exclusions (derbyshire.gov.uk)
A pupil who may be a Young Carer	Young carers | Barnardo's (barnardos.org.uk)	

	Being a young carer: your rights - NHS (www.nhs.uk) Young carers | Action For Children	
A pupil who may be at risk of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines	County Lines Toolkit For Professionals | The Children's Society (childrenssociety.org.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk) Children missing education - GOV.UK (www.gov.uk) Safeguarding children who may have been trafficked - GOV.UK (www.gov.uk) Care of unaccompanied migrant children and child victims of modern slavery - GOV.UK (www.gov.uk) Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk) Child exploitation disruption toolkit - GOV.UK (www.gov.uk)	Children at Risk of Exploitation (CRE) (proceduresonline.com) The National Crime Agency County Lines website explains more about county lines and indicators of exploitation in your area. Safe 4 Me Safeguarding Network have helpful tips for understanding indicators of exploitation and what may make a young person more vulnerable to being exploited.
A pupil who may be at risk of serious violence	Serious Violence Strategy - GOV.UK (www.gov.uk) An analysis of indicators of serious violence: Findings from the Millennium Cohort Study and the Environmental Risk (E-Risk) Longitudinal Twin Study (publishing.service.gov.uk) Our approach to evidence - Youth Endowment Fund Tackling violence against women and girls strategy - GOV.UK (www.gov.uk)vice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)	Managing Individuals who Pose a Risk of Harm to Children (proceduresonline.com) Swadlincote, Derbyshire Crime and Safety Statistics | CrimeRate
A pupil who may be at risk of CSE	Child sexual exploitation: definition and guide for practitioners - GOV.UK (www.gov.uk) Missing Children and Adults strategy - GOV.UK (www.gov.uk) Children missing education - GOV.UK (www.gov.uk)	Children at Risk of Exploitation (CRE) (proceduresonline.com)
A pupil who is at risk of being radicalised	Educate Against Hate NSPCC Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK (www.gov.uk) Prevent legislation, guidance and resources - The Education and Training Foundation (et-foundation.co.uk) Online Safety Resource Centre - London Grid for Learning (lgfl.net)	Safeguarding Children and Young people against Radicalisation and Violent Extremism (proceduresonline.com)
A pupil who has a family member in prison, or is affected by parental offending	NICCO	https://www.childrenslinks.org.uk/in-their-own-words

parental drug and alcohol misuse	Parental substance misuse | NSPCC Learning Safeguarding children affected by parental alcohol and drug use - GOV.UK (www.gov.uk) Parents with alcohol and drug problems: support resources - GOV.UK (www.gov.uk)	Working with Parents who are Misusing Substances (proceduresonline.com) Contact us| Action for Children Derbyshire | Action for Children Home | Derbyshire Recovery Partnership Home | Derbyshire Recovery Partnership
adult mental health issues	Parental mental health problems | NSPCC Learning Parenting and mental health - Mind Parental mental illness for parents | Royal College of Psychiatrists (rcpsych.ac.uk)	Working with Parents/Carers Who Have Mental Health Needs (proceduresonline.com) We are Rethink Mental Illness Contact us / refer yourself :: Derbyshire Healthcare NHS Foundation Trust (derbyshirehealthcareft.nhs.uk) Home - Derbyshire Mind
Domestic Abuse. We understand that children are also victims of Domestic Abuse.	How to Protect Children From Domestic Abuse | NSPCC Refuge Home | Safelives Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) Home : Operation Encompass	Domestic Abuse (proceduresonline.com) Domestic abuse (saferderbyshire.gov.uk) Haven | Derbyshire Domestic Abuse Helpline
Homelessness	Homelessness (16/17 year olds) - childlawadvice.org.uk Homelessness | Barnardo's (barnardos.org.uk) Homelessness and its impact on children - ACAMH	Housing Services in Derbyshire (ymcaderbyshire.org.uk) Get Help - P3 (p3charity.org)
A pupil who may be experiences mental ill health	Mental health and behaviour in schools - GOV.UK (www.gov.uk) Children's mental health - Every Mind Matters - NHS (www.nhs.uk) Signs That a Child Is Suffering From Mental Health Issues | NSPCC	Mental Health Lead in School –Ellen Collins/ Rachel Rayner (Chair of Govs) Elmsleigh Mental Health and well-being policy
A pupil who is misusing alcohol	From harm to hope: A 10-year drugs plan to cut crime and save lives - GOV.UK (www.gov.uk)	

and other drugs themselves	Honest information about drugs | FRANK (talktofrank.com) Drug and alcohol education (pshe-association.org.uk) DfE's guidance on searching, screening and confiscation	
A pupil who is Looked After, Previously Looked After or has returned home to their family from care	Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk) Looked after children | NSPCC Learning Looked after children – Safeguarding Network	https://www.derbyshire.gov.uk/social-health/children-and-families/children-we-look-after/the-virtual-school/the-virtual-school.aspx
A pupil who is a private fostering arrangement	Children Act 1989: private fostering - GOV.UK (www.gov.uk) Private fostering - childlawadvice.org.uk	Foster for East Midlands - Derbyshire County Council
A pupil who is lesbian, gay, bi or trans	https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education Safeguarding LGBTQ+ children and young people | NSPCC Learning Think your child might be trans or non-binary? - NHS (www.nhs.uk)	www.derbyshirelgbt.org.uk
A pupil who may be at risk online, including the use of mobile technology or a pupil who is putting others at risk online.	A guide to the Online Safety Bill - GOV.UK (www.gov.uk) Homepage - UK Safer Internet Centre Online safety - BBC Teach Staying safe online | Childline What is Online Safety? | SWGfL CEOP Safety Centre	Online Safety and Internet Abuse (proceduresonline.com)
A pupil who may be at risk of Honor-Based Abuse	Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk Forced marriage - GOV.UK (www.gov.uk) The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)	Honour Based Abuse and Violence (proceduresonline.com)
A pupil who may be at risk of FGM or we have discovered that FGM has taken place	Female genital mutilation - GOV.UK (www.gov.uk) Female genital mutilation: resource pack - GOV.UK (www.gov.uk)	Safeguarding Children at Risk of Abuse Through Female Genital Mutilation (FGM) (proceduresonline.com)