



Child Protection & Safeguarding Policy

Date of last Review:	September 2021
Policy Approved By:	Child Protection Welfare & Boarding Committee [October] Ratified at the Michaelmas Term Full Board Meeting
Policy Owner:	Head & Deputy Head (Pastoral)
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Governor Committee(s):	Child Protection Welfare & Boarding Committee

Trent College and The Elms, including Boarding provision and the EYFS setting, (The School) fully recognises its responsibilities for Child Protection and Safeguarding, and this Policy sets out how we will deliver these responsibilities. The policy should be read with reference to:

References:

'Working Together to Safeguard Children 2018' A guide to inter-agency working to safeguard and promote the welfare of children – (last updated December 2020 HM Gov)

'Keeping Children Safe in Education' Statutory guidance for schools and colleges – September 2021 (DfE) (to be known as **KCSIE** throughout this policy)

What to do if you're worried a child is being abused: Advice for practitioners – March 2015 (HM Gov)

'Information Sharing' Advice for Practitioners providing safeguarding services to children, young people, parents and carers – July 2018

Derby & Derbyshire Safeguarding Children Partnership for guidance on making referrals: Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads – May 2018

Statutory framework for the early years foundation stage – Setting the standards for learning, development and care for children from birth to five – September 2021

Child Sexual Exploitation – Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation – February 2017 (DfE)

Sexual violence and harassment between children in schools and colleges – Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads – Sept 2021

Revised Prevent Duty Guidance – 1 April 2021

The Prevent Duty, Departmental advice for schools and childcare providers – June 2015 (DfE)

Children missing in education – Statutory guidance for local authorities – September 2016

Promoting the education of looked after children and previously looked after children – February 2018

The designated teacher for looked after and previously looked after children – February 2018

Multi-agency statutory guidance on FGM July 2020

NPCC When to call the police – guidance for schools and colleges

Sharing nudes and semi-nudes: advice for education settings working with children and young people – December 2020

CONTACT NUMBERS AND DETAILS

Designated Safeguarding Lead (including EYFS)

Justine Rimington 0115 9836981 07919 031557

Deputy Designated Safeguarding Leads

Trent: Jeremy Hallows 0115 9836985 07751 491400

Trent: Zoe Hawkins 0115 9836965 07931 326851

Elms: Lucy Deller 0115 9837015 07798 918686

Elms: Lucy Savage KS1 & EYFS 0115 9837016

Child Protection Officers

Elms: Liz Barclay 0115 9837008

Elms: Hannah Longmuir (Nursery) 0115 9837014

Elms: Sarah Shakespeare (pre-school) 0115 9837031

Elms: Steven Young (KS2) 0115 8494942 (via Reception)

Designated Teacher for Looked After Children

Trent: Jeremy Hallows 0115 9836895

The Head

via kyley.blaylock@trentcollege.net

Designated Governor for Safeguarding

Ian Griffin [contact via Clerk to the Governors]

Chair of Governors

Contact via email to clerktothegovernors@trentcollege.net

Derby & Derbyshire Safeguarding Children Partnership 'Starting Point'

Advice line Monday to Friday 0900-1700 01629 535353

Electronic Form www.derbyshire.gov.uk/startingpoint

Derby & Derbyshire Safeguarding Children Partnership

Child Protection Manager – Schools & Education

Ann Holmwood - Good source of advice if 'Starting Point' can't help 01629 531079

Children's Social Care

'Call Derbyshire' (for making initial referral to Social Services) 01629 533190

Out of hours number 01629 532600

(Please use the answer phone if you are offered this option. A trained duty social worker will respond promptly to answer phone messages.)

Nottinghamshire MASH (Multi Agency Safeguarding Hub) 0300 5008090

Nottingham City Children's Referral Team 0115 8764800

Leicestershire First Response Children's Duty 0116 3050005

Disclosure and Barring Service

PO Box 181, Darlington DL1 9FA 01300 0200190

Local Authority Designated Officer

For allegations against members of staff/volunteers 01629 533190

Independent Listeners

Sue Harris 07487 363851

Police

Non emergencies 101

Emergencies 999

Childline

08001111

Office of the Children's Commissioner

020 7783 8330

info.request@childrenscommissioner.gsi.gov.uk

NSPCC Whistleblowing Helpline

0800 0280285
Help@nspcc.org.uk

OTHER USEFUL SOURCES OF INFORMATION

NSPCC offers information for schools on their website: <http://www.nspcc.org.uk/>

Broad government guidance on specific safeguarding issues can be found via the GOV.UK website

Additional safeguarding measures relating to COVID 19 can be found at Appendix 3.

The current version of this policy can be found on the school's website. In order that any deficiencies or weaknesses in the policy or practice are remedied without delay and that Trent College and The Elms are consistently following best practice, this policy is subject to change at short notice. The 'Date of Last Review' on the first page, will indicate the date of the latest amendments to the policy.

1 INTRODUCTION

- 1.1 The school firmly believes that all children have a right to achieve their potential and to be protected from all forms of harm, including abuse and neglect, and that school staff have a particularly important role in the wider safeguarding system for children, as they are in a position to identify concerns early and take action to secure help for children who need it.
- 1.2 The School takes a child centred approach to safeguarding and emphasises through training, the need to listen to children and to pay attention to changes in behaviour, presentation and demeanour, as these may be indicators of abuse.
- 1.3 The Governing Body, the Head and the staff of the School are committed to the physical, emotional and spiritual well-being of all the children in their care. Both children and adults need a safe open and secure environment in which to live and work. The policy applies to all staff (including supply staff) governors and adult volunteers and to contact both inside and outside normal school hours. All pupils, including those who are eighteen years old and are considered to be vulnerable adults are to be regarded as children in the implementation of this policy.
- 1.4 The School is committed to implementing good practice, as reflected in the references listed at the start of this policy. The School recognises that safeguarding is everyone's responsibility and that anyone can make a referral to social care. The School follows the procedures of Derby & Derbyshire Safeguarding Children Partnership. DDSCP Guidance on making a referral can be found at: https://www.derbyshire.gov.uk/social_health/children_and_families/support_for_families/default.asp?VD=startingpoint
- 1.5 The use of mobile phones and cameras within the Early Years setting are restricted, see the EYFS Policy for further details.
- 1.6 The safeguarding team is listed at the start of this policy.

DSL and Dep DSLs have undergone LSCP Level 4 safeguarding training. CPOs have undergone LSCP Level 2/3 safeguarding training. These safeguarding positions are not tied to other posts in the School. The DSL, Deputy DSLs and CPOs are responsible for maintaining clear communications with Children's Social Care (contact details are given at the end of this document) and other external safeguarding agencies, Ofsted (for EYFS) and DfE on all matters relating to Child Protection.

The School aims to work in partnership and recognises its important role in multi-agency safeguarding arrangements as set out by Working Together to Safeguarding Children – July 2018. The DSL or Deputy DSLs (if the DSL is unavailable) will make Early Help Assessments and referrals to Local Safeguarding Partners (LSCPs, Social Services, or the Police as appropriate), or seek safeguarding advice on marginal cases from the Derby & Derbyshire Safeguarding Children Partnership's 'Starting Point' (contact details can be found on page 2). If 'Starting Point' are unable to help, the DSL or Deputy DSLs will seek guidance from 'Derby & Derbyshire Safeguarding Children Partnership Child Protection Manager – Schools & Education' contact details can be found on page 2). Referrals to the LADO will be made by the DSL or Head/Head Elms. Further details of the roles and responsibilities of the DSL, Dep DSLs and CPOs are recorded in their job descriptions which can be accessed upon request. Contact details for the DSL, Dep DSLs and CPOs are on page 2. Ultimate lead responsibility for safeguarding and child protection remains with the DSL, Justine Rimington, who is a member of the School's Senior Leadership Team.

- 1.7 The School has trained Counsellors who support pupils and staff. The Counsellors will not promise confidentiality where child protection is concerned and will inform the DSL/Dep DSL of any child protection issues they become aware of. Where families are in need of additional support from one or more agencies, the School will work with the LSCP to signpost additional services, which may involve the coordination of services under the Early Help Assessment and Team Around the Child (TAC) approaches. A decision to refer a child would normally be taken in consultation with the child and parents, although consent is not required for making a referral when there are reasonable grounds to believe a child is at risk of significant harm.
- 1.8 The School has a Governor with specific responsibility for overseeing Child Protection matters, who meets regularly with the DSL, Dep DSLs, the Deputy Head Pastoral, the Medical Centre Sister, a member of the Elms SLT and a School Counsellor.

- 1.9 The School's LSCP is Derby & Derbyshire Safeguarding Children Partnership, however the School's extensive catchment area means that it is necessary to work with other LSCPs. Contact details for Derbyshire LSCP can be found on page 2.
- 1.10 The School has Independent Listeners, who are available to listen to pupils wishing to confide in someone outside of school. If a safeguarding concern is raised, the Independent Listeners will report straight away to the DSL or a Dep DSL if the DSL is unavailable. There is a maximum five year term for the role of Independent Listener, and the Independent Listeners are subject to Safer Recruiting checks, Child Protection Training and reading KCSIE Part one and Annex B, and 'What to do if you're worried a child is being abused; Advice for practitioners – March 2015'.
- 1.11 The School recognises the potential risk of peer on peer abuse and that the opportunities for this kind of abuse are greater within a boarding environment. The school takes measures to minimise this risk including the implementation of the Anti-Bullying Policy; training of peer mentors; raising awareness through staff and prefect training; PSHE lessons and assemblies that reinforce the message that sexting and banter are unacceptable. The School recognises that abuse is abuse and should never be tolerated or passed off as 'banter' or 'just having a laugh' or 'part of growing up'. Such abuse will be dealt with as a safeguarding concern with both victim and perpetrator receiving appropriate support. The School also recognises that there is a greater risk to girls and pupils with SEN/D of peer on peer abuse, but that all peer on peer abuse is unacceptable and must be taken seriously. It also recognises that there are different forms of peer on peer abuse such as sexual violence and sexual harassment; physical abuse; sexting; initiation/hazing type violence and rituals. Staff are trained to recognise and refer incidents of peer on peer abuse to the DSL. The School maintains full compliance with the National Minimum Standards for Boarding.
- 1.12 The School accepts responsibility for establishing procedures for responding to allegations of abuse and for providing guidelines for good practice, which will be reviewed regularly in consultation with DDSCP, to ensure that procedures comply with locally agreed interagency procedure.
- 1.13 The School ensures that all staff and volunteers in regulated activity are checked using procedures recommended by the Independent Schools Council and provided by the Disclosure and Barring Service Safer Recruitment procedures, including EEA checks where applicable. Further details can be found in the Safer Recruitment Policy.
- 1.14 The School undertakes to monitor the use of the procedures and guidelines, to contribute to inter-agency procedures and to ensure these are in line with locally agreed interagency procedures (for Derbyshire Safeguarding Children's Board). The Governing Body conducts an annual review of the School's Child Protection policies & procedures and the efficiency with which the duties have been discharged, as informed by the Child Protection and Welfare Committee. Derbyshire Safeguarding Children's Board's 'Child Protection Manager – Schools & Education' is also invited to review the School's Safeguarding Policies and Procedures.
- 1.15 The School recognises the need for appropriate training and access to advice on child protection and safeguarding concerns (including understanding of the local Early Help process and their own role within it) for all staff, including the School's medical and ancillary staff as well as volunteers. DSL/Dep DSLs/CPOs attend LSCP training in Child Protection and Inter Agency Working at least every two years. The DSL and Dep DSLs are trained to Level 4. The DSL/Dep DSLs attend termly LSCP DSL Forums where local safeguarding trends and concerns are discussed and the latest LSCP guidance and best practice is disseminated. The CPOs and Medical Centre Sister are trained to Level 3. All other staff (including the Head and Governors) and volunteers undertake Single Agency Level 1 Child Protection training and are kept current through regular refresher training and briefing sessions, which occur at least annually and are delivered by the DSL. Staff are regularly reminded to maintain an attitude of **'it could happen anywhere, including here'** with regards to safeguarding and child protection. Staff are trained to refer reports or suspicions of peer on peer abuse, including child on child sexual violence or sexual harassment, to the DSL in order that appropriate actions can be taken to safeguard those involved in accordance with DfE Guidance – Sexual violence and sexual harassment between children in schools and colleges – September 2021. Staff are advised on how to respond to incidences of sexting, in accordance with Government guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'. Staff are trained to have an awareness that behaviours linked to safeguarding issues such as drug and alcohol misuse, deliberately missing education and sharing of nude and semi-nudes can indicate that children are at risk. A record of safeguarding training is kept on the Single Central Register. Staff also receive annual e-safety updates and refresher training. Induction of new staff includes training in child protection and safeguarding; online safety; the role and identity of the DSL and Deputy DSLs; the safeguarding response to children who go missing from education; the rewards and sanctions policy (pupil behaviour policy) and the staff code of conduct. The DSL has been trained by the LSCP to deliver In-Service Safeguarding Training.

- 1.16 The School believes that this policy statement is necessary in the interests of the protection of both pupils and staff, and that it must be reviewed by the Board of Governors annually. Amendments to the policy will be made as necessary in the interim period to ensure that it remains current. These amendments are reviewed by the Welfare, Child Protection & Boarding Committee members. The Chair of Governors will sign to approve the policy once it has been reviewed by the Board of Governors.
- 1.17 All school staff are aware that when pupils are engaged in school supported activities outside of the immediate school campus, there is a need to ensure that all possible precautions are taken to safeguard their welfare. This may include activity days, adventure training periods, visits to other education establishments where an external provider delivers teaching and learning to our pupils. This is particularly important where overnight accommodation is included within the activity. In such cases the school may request evidence of the external provider's Child Protection Policy including the checking of their staff using the Disclosure and Barring Service. In the event that the school is unhappy with any aspect of such external provision, the school would look to use an alternative external provider.
- 1.18 Staff have been issued with a Child Protection/Welfare Concern Aide Memoire which is designed to be carried in their ID card holder and describes how and to whom concerns will be reported.
- 1.19 This policy is available on the school web site (Parents section) and should be cross-referenced with the following policies.
- Acceptable Use of Technology – Staff
 - Acceptable Use of Technology - Pupils
 - Admissions Policy
 - Alcohol
 - Anti-Bullying
 - Anti-Suicide
 - Anti-Smoking
 - Behaviour Management (The Elms including EYFS)
 - Rewards and Sanctions (Trent)
 - Confidentiality
 - Drug & Solvent Abuse
 - E-Safety
 - First Aid
 - Health & Safety
 - Health & Safety of Pupils on Educational Visits (HASPEV)
 - Healthy Eating
 - Intimate Care
 - Medical Care
 - Mobile Phones & Personal Devices
 - Photographs & Images of Children
 - Physical Activity
 - Private Fostering
 - Registration and Attendance Policy
 - Risks to Health
 - Safeguarding Requirements for Host Family Arrangements
 - Safeguarding Arrangements for Pupils on Work Experience
 - Searching a Pupil
 - Searching for a Missing Pupil
 - Sexual Health
 - Staff Code of Conduct
 - Staff Safer Recruitment
 - Supervision of Visitors to Boarding Houses
 - Tackling Extremism and Radicalisation
 - Visiting Speakers
 - Whistle Blowing
- 1.20 IT Services operate a robust filtering and monitoring system to safeguard pupils and staff. Inappropriate usage reports are generated when there is cause for concern. Teachers in certain subjects (eg: ICT) are able to remotely monitor the screen and keyboard activity of their pupils. See E-Safety Policy.

2. DEFINITIONS & CAUSES FOR CONCERN

It is the responsibility of all staff to be aware of the signs of abuse and neglect so that they can identify children in need of help or protection, and report any such concerns to the DSL, Dep DSL or a CPO straight away.

- 2.1 An abused child is a boy or girl who has suffered from, or is believed to be potentially at risk of suffering from, physical injury, neglect, emotional abuse or sexual abuse.
- 2.2 Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. A child is deemed to be anyone under the age of 18.
- 2.3 A vulnerable adult is defined as a person aged eighteen or over, who has either a dependency upon others in the performance of, or a requirement for, assistance in the performance of basic functions; a severe impairment in the ability to communicate with others; or has a reduced ability to protect themselves from assault, abuse or neglect. This can be as a result of a learning or physical disability; a physical or mental illness chronic or otherwise; or a reduction in physical or mental capacity.
- 2.4 Children with special educational needs and disabilities can face additional safeguarding challenges, which can make recognition of indicators of abuse, neglect or exploitation harder to recognise (see para 126 of KCSIE for further details). They can also be more vulnerable to peer on peer abuse.
- 2.5 Abuse, Neglect and exploitation are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) child sexual exploitation (CSE), child criminal exploitation (CCE) and serious youth violence.

Types of Abuse, Neglect and Exploitation

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

- a) **Physical Abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, ill health in a child.
- b) **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food and clothing, shelter (including exclusion from home or abandonment); failing to protect a child from physical and emotional harm or danger; failing to ensure adequate supervision including the use of inadequate care-takers; or the failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- c) **Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- d) **Sexual Abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- e) **Child sexual exploitation (CSE)and child criminal exploitation (CCE)** are forms of abuse that can affect males and females and occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate, deceive or threaten a child or young person into sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator, and/or through violence or the threat of violence. The victim may have been exploited even if the activity appears consensual. Child sexual and criminal exploitation do not always involve physical contact; they can occur through the use of technology, and can include children who have been moved (trafficked) for the purpose of exploitation. Further information about CSE and CCE can be found in para's 33 to 39 and Annex B of KCSIE.

It should also be remembered that children can also abuse. The children who abuse will need help too. They may themselves have been abused.

2.6 All Staff have a responsibility to provide a safe learning environment, to identify children in need of extra help who are suffering or are likely to suffer from significant harm. All Staff are required to report any child protection or safeguarding concerns directly to the DSL/Dep DSLs or CPOs without delay, so that the welfare of the child is paramount at all times. This can be done using MyConcern, or in person, or by email or by telephone.

2.7 Possible Signs of Abuse

a) Physical Abuse

Children will collect cuts, bruises and injuries, and these should be interpreted in the context of the child's medical/social history, development stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The physical signs may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises – in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks
- Multiple burns with a clearly demarcated edge

Behaviours that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home

b) Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of persistent overly high expectations being placed on a child or preventing a child from being allowed to mix and play with other children.

- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Neurotic behaviour - obsessive rocking, thumb-sucking and so on
- Air of detachment - "don't care attitude"
- Social isolation - does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating and lack of appetite
- Depression, withdrawal
- Severely delayed social development, poor language and speech

c) Sexual Abuse

It is important to remember that sexual abuse is committed by adult males, adult females, young people and children of both sexes. Where sexual abuse of children by children is suspected both victims and perpetrators must be regarded as being in need of safeguarding. There may be physical or behavioural indications of sexual abuse.

The physical signs of sexual abuse may include:

- Pain, irritation, bruising or bleeding in or near the anal or genital areas
- Discomfort when walking or sitting down
- Pregnancy
- Injuries to the body
- Sexually transmitted diseases

Behaviours that can also indicate sexual abuse:

- Sudden changes in behaviour
- Fear of being left with certain people or groups of people
- Sexual knowledge beyond their age/developmental level
- Attempts to teach other children about sexual activity
- Being sexually abusive to other children
- Self-destructive behaviours, such as self-harm, eating disorder or substance abuse.
- Unexplained gifts or money
- Sexually provocative behaviour
- Bedwetting
- Not being allowed to have or withdrawing from, friends (particularly in adolescence)
- Saying they have secrets that they cannot tell anyone

Child Sexual Exploitation is a form of sexual abuse and involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Possible additional indicators of Child Sexual Exploitation are:

- Unexplained gifts or new possessions
- Associating with other young people involved in CSE
- Children/young people having older boyfriends or girlfriends
- Changes in emotional well-being

- Children/young people who misuse drugs and/or alcohol
- Children/young people who go missing for periods of time or regularly come home late
- Regularly missing school

Like all forms of sexual abuse, Child Sexual Exploitation affects boys as well as girls, and can affect any child or young person under the age of 18 years, including 16 and 17 years olds who can legally consent to have sex.

The school will adhere to the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges – September 2021

Sexting (also known as Youth produced sexual imagery) can take the form of peer on peer abuse, and can significantly increase a child or young person's vulnerability to CSE. Sexting concerns must be reported to the DSL who will assess, refer and support as appropriate. The school will refer to the Government publication 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' when determining the most appropriate course of action. The School is committed to providing education in the appropriate use of communications technology through Computing and PSHE lessons (which include on-line safety). Pupils contravening guidelines will be dealt with (and supported) according to the Behaviour Management policy and advice from pastoral and welfare staff. The Director of Information Systems provides guidance to the Child Protection, Welfare & Boarding Committee regarding access to the Internet in general and through 3G and 4G communications. This guidance includes the safest and most secure means of providing internet access with all necessary training to all pupils and staff.

d) Neglect

It can be difficult to recognise neglect which can take place in many forms, however, its effects can be long term and damaging for children.

The physical signs of neglect may include

- Constant hunger
- Poor personal hygiene
- Inappropriate or dirty clothing
- Losing weight or constantly being underweight

Neglect may also be indicated by:

- A child being left alone or unsupervised at an inappropriate age
- Being tired frequently
- Untreated medical problems
- Frequent lateness or non-attendance at school
- Low self-esteem
- Poor social relationships

e) Child sexual exploitation (CSE) and child criminal exploitation (CCE)

- Unexplained gifts or new possessions
- Associating with others involved in exploitation
- Misuse of drugs and/or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or not taking part in education
- Having older boyfriends or girlfriends (CSE)
- Contracting STI's or becoming pregnant (CSE)

2.9 **Mental Health** – The School recognises that all staff must be aware that mental health problems can sometimes be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Whilst only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, school staff are well placed to notice and identify behaviours that may indicate that a child is experiencing a mental health problem or be at risk of developing one. Staff are made aware of the importance of early identification of mental health issues in order that appropriate support measures can be put in place. Further guidance can be found in the DfE publication Mental health and behaviour in school – November 2018.

2.10 **Absences** - Frequent or unexplained patterns of absence from School are a cause for concern and may indicate that a child or young person has safeguarding needs. Unusual absence profiles should be referred to the DSL, Dep DSLs or a CPO. The school recognises the importance of monitoring school

attendance and of keeping the relevant local authorities informed of pupils joining and leaving the school in accordance with requirements outlined in the DfE publication Children missing education – Statutory guidance for local authorities – September 2016. For further information please see the Admissions Policy and the Registration and Attendance Policy.

- 2.11 So-called '**honour based' abuse: Female Genital Mutilation (FGM), Forced Marriage and Breast Ironing** - If there is a perceived risk that a child or young person may be affected by FGM this is a safeguarding concern and must be reported immediately to the DSL, Head and the Police. The concern should not be discussed with family/carers prior to making the referral. There is a legal duty on teachers to inform the police [by calling 101] immediately if they discover, or suspect, that an act of FGM appears to have been carried out on a girl under the age of 18. This can be done directly without reference to other staff but there should usually be consultation with either DSL, School Nurse or Deputy Head (Pastoral). See Annex B of KCSIE and Female Genital Mutilation: Guidance for Schools June 2019 (National FGM Centre) for further details. Forced marriage and breast ironing are not subject to a mandatory police referral requirement but must be considered as safeguarding concerns.
- 2.12 **Private Fostering** – The School recognises its duty to inform the Local Authority of any private fostering or planned/suspected private fostering arrangements affecting the pupils. Staff and volunteers must alert the DSL to any possibility that a child or young person is in a private fostering arrangement, or is likely to be placed in a private fostering arrangement. The DSL must inform the Local Authority. [See Appendix 2]
- 2.13 **Bullying (including cyber bullying, sexting and banter)** - is also abusive and all staff have a responsibility to act promptly in accordance with the School's Anti-Bullying Policy where bullying is evident or suspected.
- 2.14 **Self-Harm** – incidences of self-harm should be reported to the DSL, Dep DSLs or CPOs. In order that the most effective support for the child can be put in place. The DSL, Dep DSLs or CPOs will provide support for staff or pupils who may be distressed as a result of witnessing self-harm.
- 2.15 **Eating Disorders** – Suspected eating disorders should be urgently reported to the Medical Centre Sister, Lesley Curran and the DSL. Delay in reporting can result in serious impairment to health and significantly extended recovering periods.
- 2.16 **Radicalisation and Extremism** – The school fully recognises its obligations under the Prevent Duty – June 2015. Any concern that a child or young person may be exposed to any form of possible extremism, extremist ideology and or radicalisation (including religious or right wing ideologies) must be treated as a safeguarding concern and reported to the DSL, CHANNEL, children's social care or the Police as appropriate. Please see the School's 'Tackling Extremism and Radicalisation Policy' for detailed information.
- 2.17 **Domestic Violence and Abuse** – is defined by the Government as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence of abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:
- Psychological
 - Physical
 - Sexual
 - Financial
 - Emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Any concerns that a child is in this situation must be referred to the DSL.

- 2.18 **County lines** - County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such

as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs. Any concerns that a child is in this situation must be referred to the DSL.

- 2.19 **Carrying knives/offensive weapons** – Bringing/carrying a knife or offensive weapon onto school premises is a criminal offence and immediate action will be taken including calling the police. Pupils suspected of bringing a knife or offensive weapon onto school premises may be searched in accordance with DfE guidance 'Searching, screening and confiscation – Advice for Headteachers, school staff and governing bodies – January 2018'.
- 2.20 **Gang Culture & Serious Violence** – If a member of staff suspects that a pupil is involved or at risk of becoming involved in gang culture, this is to be treated as a safeguarding concern and must be referred to the DSL who will seek advice and guidance from agencies and professionals in accordance with local authority safeguarding procedures.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Staff should also be aware of the risk factors which increase the likelihood of involvement in serious violence, such as being male, being frequently absent or excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. All staff should be aware of the associated risks and understand the measures in place to manage these.

- 2.21 **Children missing from education** – All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are required to refer repeated unexplained absences to the DSL/Dep DSL for assessment.
- 2.22 **Upskirting** – typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim. It is now a criminal offence and may constitute sexual harassment. Any suspicion or concern must be reported as a safeguarding concern. Trent College acknowledges the updated Voyeurism Act 2019, and the concerns around upskirting. This is a form of Peer on Peer abuse and may constitute a criminal act. Incidents, or suspicion, of upskirting will be reported to the police.
- 2.23 **Homestay/lodgings** – The school will work in accordance with the guidance contained in KCSIE to ensure that all required measures are in place to safeguard any pupil who stays in accommodation that is arranged on their behalf by the school. The school does not arrange lodgings but may, on occasions arrange for visiting pupils to stay with host families (e.g. language exchange, visiting sports teams). See separate guidance: 'Safeguarding Requirements for Host Family Arrangements'.
- 2.24 **Work Experience** – The school arranges work experience for Year 11 pupils. All steps are taken to ensure that our duties in relation to the safeguarding of children as laid out in KCSIE are fulfilled. See separate guidance 'Safeguarding Arrangements for Pupils on Work Experience'.
- 2.25 **Looked After Children**

A child who has been in the care of their local authority for more than 24 hours is known as a looked after child. Looked after children are also often referred to as children in care, a term which many children and young people prefer. In general, looked after children are:

- living with foster parents
- living in a residential children's home or
- living in residential settings like schools or secure units.

There are a variety of reasons why children and young people enter care.

- The child's parents might have agreed to this – for example, if they are too unwell to look after their child or if their child has a disability and needs respite care.
- The child could be an unaccompanied asylum seeker, with no responsible adult to care for them.
- Children's services may have intervened because they felt the child was at significant risk of harm. If this is the case the child is usually the subject of a court-made legal order.

A child stops being looked after when they are adopted, return home or turn 18. However local authorities in all the nations of the UK are required to support children leaving care at 18 until they are at least 21. This may involve them continuing to live with their foster family. Most children in care say that their experiences are good and that it was the right choice for them (Biehal et al, 2014). But more needs to be done to ensure that all looked after children are healthy and safe, have the same opportunities as their peers and can move successfully into adulthood.

Looked after children are more vulnerable than other children, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after child who is moving on. The school will also ensure that care leavers are supported with pathways including liaison with the local authority where a personal advisor will be appointed.

The Designated Teacher will ensure that the Personal Education Plan is maintained and will meet with Looked after Children in order to monitor the extent to which their educational, emotional and physical needs are being met. They will also ensure that the appropriate team around the looked after child is provided with appropriate information and will ensure that progress and development are monitored. The Designated Teacher will work in accordance with the statutory guidance and will maintain an active and up to date link with key services, including the Virtual School Head, Social Workers and PEP Coordinator.

3 RESPONSE TO ALLEGATIONS OR SUSPICIONS OF ABUSE

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Whilst the referral is usually made by the DSL it is important to note that anyone can make a referral. [See Appendix 1 for summary chart]. The DSL should be informed as soon as possible that a referral has been made.

- 3.1 All allegations of child abuse involving the School community will be taken seriously and dealt with urgently. Allegations may relate to matters within school or indeed outside school or at home. As stated in the Children Act, the welfare of the child is of paramount concern.
- 3.2 Wherever possible and safe to do so, the child's wishes will be taken in to account when determining the actions to be taken to address safeguarding concerns.
- 3.3 The school will make arrangements as appropriate for the emotional and spiritual support of children and staff affected by a child protection issue. This support is most often given by a school Counsellor, or by referrals to external agency emotional support.
- 3.4 The DSL, Dep DSL, CPO, or Head if appropriate, will ensure that a referral of allegations or suspicions of abuse is made to the local Children's Social Care child protection team and/or the police, within 24 hours (in writing or with written confirmation of a telephone referral), if the child is believed to be suffering or is likely to suffer, significant harm. Where a child is believed at imminent risk of significant harm the Police will be contacted immediately. The DSL will liaise with Children's Social Care and the police during any child protection investigation. The DSL will also make referrals to Children's Social Care for children believed to meet the definition of a child in need under the Children Act 1989 (... a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services: or a child who is disabled). The DSL will also work with families to make Early Help referrals.
- 3.5 Where a child 'at risk' or 'in need' requires support from more than one agency the DSL will engage with the most appropriate support system, e.g. Common Assessment Framework (CAF), Team Around the Child (TAC) or Early Help Assessment (EHA) in accordance with LSCP procedures and Working Together to Safeguarding Children, July 2018.
- 3.6 Where there is an allegation or suspicion of peer on peer abuse the DSL/Dep DSL should be informed. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, a referral will be made to local agencies in accordance with LSCP threshold guidance. All children involved in peer on peer abuse, victim or perpetrator, will be treated as being 'at risk'. The DSL or Dep DSL will investigate such allegations in consultation with children's social care and/or the police where appropriate.

Further actions will follow procedures set out in the Anti-Bullying Policy, including recording and investigating such instances.

- 3.7 Whilst referrals would usually be made as described in 3.4 it is important to note that anyone can make a referral. Contact numbers for making referrals to Children's Social Care are included on page 2. The home address of the child or young person who is the subject of the referral will determine which county to call.
- 3.8 As a Registered Provider (EYFS) the School will notify Ofsted as soon as reasonably practicable, but at the latest within 14 days, of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), or of any other abuse which is alleged to have taken place on the premises, and the action taken in respect of the allegations.
- 3.9 The DSL will make use of the LSCP Escalation Policy and Process where it is felt that concerns for a child or young person have not been addressed.
- 3.10 The Head must be informed of any allegation of abuse by a member of staff (including supply staff) or volunteers as a matter of urgency. This may be via the DSL. If it is believed that the concern meets the threshold for a referral, the Local Authority Designated Officer LADO will be informed within 24 hours. Allegations against the DSL must be made to the Head (who will inform the LADO). If the allegation is against the Head then the person receiving the allegation should immediately inform the Chair of the Governing Body (who will inform the LADO) without first having informed the Head. In all of the above circumstances, contact with the LADO will be made prior to any investigation being undertaken. Following the discussion with the LADO, the member of staff concerned may be made aware of the allegation. In a case where serious harm is alleged or a crime has been committed, the police should be informed from the outset. Concerns that do not meet the threshold for a referral will be managed in accordance with guidance in KCSIE.
- 3.11 Following the outcome of the investigation appropriate actions will be taken. These may include disciplinary procedures, risk assessments, suspension of staff or pupils and/or relocation of involved staff if they are resident within school.
- 3.12 The Head will be responsible for informing Ofsted and the DfE of any information that is required to go on its register. The Head will report to the Disclosure Barring Service (DBS), immediately about any person whose services are no longer used because he or she is considered unsuitable to work with children (whether employed, contracted, a volunteer or pupil). Where a teacher (or supply teacher) has been dismissed (or would have been dismissed had he/she not resigned) a referral will be made to the Teaching Regulation Agency. This will include reasons such as unacceptable professional conduct, conduct that may bring the profession into disrepute and any conviction for a relevant offence.
- 3.13 The result of an investigation may be inconclusive, there may or may not be a prosecution, or it may be decided that a person's behaviour has been ill-advised and foolish rather than criminal.
- 3.14 Allegations may be shown to be unfounded or malicious. In these cases the Head will find appropriate means to make clear that the person has been exonerated.
- 3.15 The DSL is required to keep a central confidential record of all reported incidents including the original notes of the first conversation with the complainant. These records are to remain separate from the child's general school record. The DSL must forward copies of safeguarding files securely to the DSL at a child's new school, in the event of them leaving the School. The Admissions Team send letters requesting that child protection records held by previous schools are forwarded securely to the DSL, as part of the admissions process for all new pupils to Trent and The Elms. A copy of the letter and form can be obtained on request.
- 3.16 Staff who, in good faith, report any concern or allegation about school practices or behaviour of colleagues which prove to be unfounded will be provided with immunity from retribution or disciplinary action for such "whistleblowing". Further detail is given in the staff policy on Whistleblowing.
- 3.17 If a resident staff member is suspended due to Child Protection concerns then alternative accommodation will be found for them, which will be off-site.
- 3.18 Concerns that a safeguarding or child protection matter is not being handled appropriately should be referred to the Head or Dep Head Pastoral. Alternatively, the NSPCC Whistleblowing Helpline offers advice and support to professionals with concerns over how child protection issues are being handled in their own organisation or in another organisation (contact details are on page 2).

4 GOOD PRACTICE GUIDELINES (To be read in conjunction with the Staff Code of Conduct)

- 4.1 The School requires all staff to maintain the highest professional standards in their work and relationships with children. The following recommendations provide a framework within which children should be safe from harm and adults protected from false allegations.

Be prepared for your colleagues to remind you if you forget one of these guidelines, and be prepared to help a colleague by advising them in return. The more trusting and open the relationships between staff, the safer our children and young people will be. However, if a colleague fails to amend inappropriate behaviour to meet the guidelines, colleagues should be prepared to report them in the interests of safeguarding children.

The Children Act stresses the importance of children being able to share their concerns with adults and being able to confide in them. All staff involved in the care of pupils (boarders especially) should strive to create a supportive and caring environment. The following list constitutes the School's recommended good practice guidelines:

- Treat children and young people with the respect and dignity befitting their age.
 - Listen to what children and young people have to say.
 - Watch your speech, tone of voice and body language.
 - Control and discipline children without physical punishment.
 - You must not permit abusive peer activities e.g. initiation ceremonies, ridiculing, bullying.
 - Advise another member of staff if you need to see a child on his or her own for a lengthy period. Do not invite a child to your home alone. Invite a group and make sure someone else is around and aware where the children are. Avoid meetings after 11.00pm.
 - When in a private meeting with a child, try to leave the door ajar and position furniture appropriately (table or desk between you and the child).
 - Respect a child's privacy
 - You must not scapegoat, ridicule or shun any child.
 - You must not show favouritism to any one child.
 - You must not allow children to involve you in excessive attention-seeking.
 - You must not give lifts to children on their own except in exceptional and legitimate circumstances for the safety and wellbeing of the child. Regular arrangements must be disclosed [Line Manager] and must be discussed with the DSL.
 - Avoid giving personal contact details to pupils.
 - You must not share sleeping accommodation with children.
 - Do not allow unknown adults access to children. Visitors should be accompanied by a known person.
- 4.2 Staff who are required to work on a one to one basis with pupils, such as instrumental teachers, should be particularly vigilant in considering how their actions may be perceived by a pupil. They should ensure that other staff are aware of when and where their lessons are to take place, and where possible, avoid setting lessons at a time when other staff will not be in the building. If this is unavoidable, the Deputy Head Pastoral must be informed of the time and location of the lessons in advance.
- 4.3 Within the EYFS setting, the use of personal mobile phones and other potential video recording equipment is not permitted by parents, visitors or staff whilst on the EYFS premises. A notice to parents to this effect is also displayed within The Elms Nursery. Elms staff who take photographs of children playing for the purpose of publicity and record keeping / assessment must use school cameras and ensure the photos are stored securely and available to all relevant staff.
- 4.4 Where there is evidence or an allegation of abuse by one or more pupils against another pupil it is noted that a bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm (See Anti-Bullying Policy).

5 INAPPROPRIATE ADVANCES

- 5.1 Children can sometimes make suggestive approaches to an adult. For whatever reason, they may act in an inappropriate manner. Sometimes, inappropriate physical contact can be made either intentionally or accidentally.
- 5.2 It is vital that members of staff take the responsibility to:
- Tell the child that his or her language or behaviour is unacceptable.
 - Tell the DSL/Dep DSL about the incident, however, embarrassing this is.
 - Record the incident, indicating what was said and/or done. This is a necessary safeguard if accusations are made at a later stage.

The member of staff and the DSL/Dep DSL should decide on the appropriate course of action. It may be necessary for the DSL/Dep DSL and/or the member of staff to discuss the incident with the Head and/or to seek advice from Children's Social Care.

6 CONFIDENTIALITY

- 6.1 The highest level of confidentiality should be maintained at all times in relationships with both adults and children. You should, however, make it clear that there are certain circumstances, if a child is suffering or is likely to suffer harm, when other people will need to be told so that the child can be protected & confidentiality cannot be promised.
- 6.2 It is important not to agree to blanket confidentiality in any discussion or counselling. If an allegation has been made against someone it is very important that as few people as possible know whilst the allegation is being investigated. This protects both the accuser and the accused.

7 HEARING A CHILD ABUSE DISCLOSURE

- 7.1 The School is committed to liaising with the statutory child protection agencies when dealing with allegations of abuse. Any allegation heard will be reported without delay to the DSL/Dep DSL or a CPO, who will follow appropriate procedures for hearing a child protection disclosure. However, any member of staff or volunteer may be in a position where a child wishes to disclose to them issues relating to abuse.
- 7.2 The following procedures must be adopted when hearing a child abuse disclosure:
- Where appropriate the listener will take steps to protect the complainant from immediate harm e.g. by contacting the DSL/Dep DSL, CPO or the Head.
 - As soon as reasonably possible, preferably immediately after the conversation has taken place, the listener will make a hand written record of the conversation which must be forwarded to the DSL. Such a statement will include a note of the date and time and will be signed by the author. The content must be verified with the child to ensure it is an accurate account of the disclosure.
 - Do not give a guarantee of confidentiality. You have a duty to tell the appropriate people if you are told of incidents of abuse. Do explain that you will only tell those who have to know.
 - Do not ask leading questions. Limit any questioning to the minimum necessary to seek clarification only. Stick to questions of the type 'What is it you want to tell me?' don't ask questions like 'Why do you think this happened?'
 - If there is an allegation made against a member of staff or volunteer, it must be reported immediately in accordance with the procedures outlined in paragraph 3.10 of this policy.
 - Discuss with the DSL/Dep DSL or a CPO/Head whether steps need to be taken to protect the complainant.
 - **Do not carry out an investigation yourself.** Children's Social Care and police staff are specifically trained in appropriate procedures and you could damage or prejudice criminal proceedings by interviewing people yourself.
- 7.3 It is crucial never to assume that an accusation of abuse against someone you know well and whom you trust is bound to be wrong. Children and young people often tell their peers, rather than staff or other adults, about abuse. It is important to make sure that senior pupils (e.g. prefects and young people leading activities for others) as well as responsible adults are aware of these points.

8 TRAINING

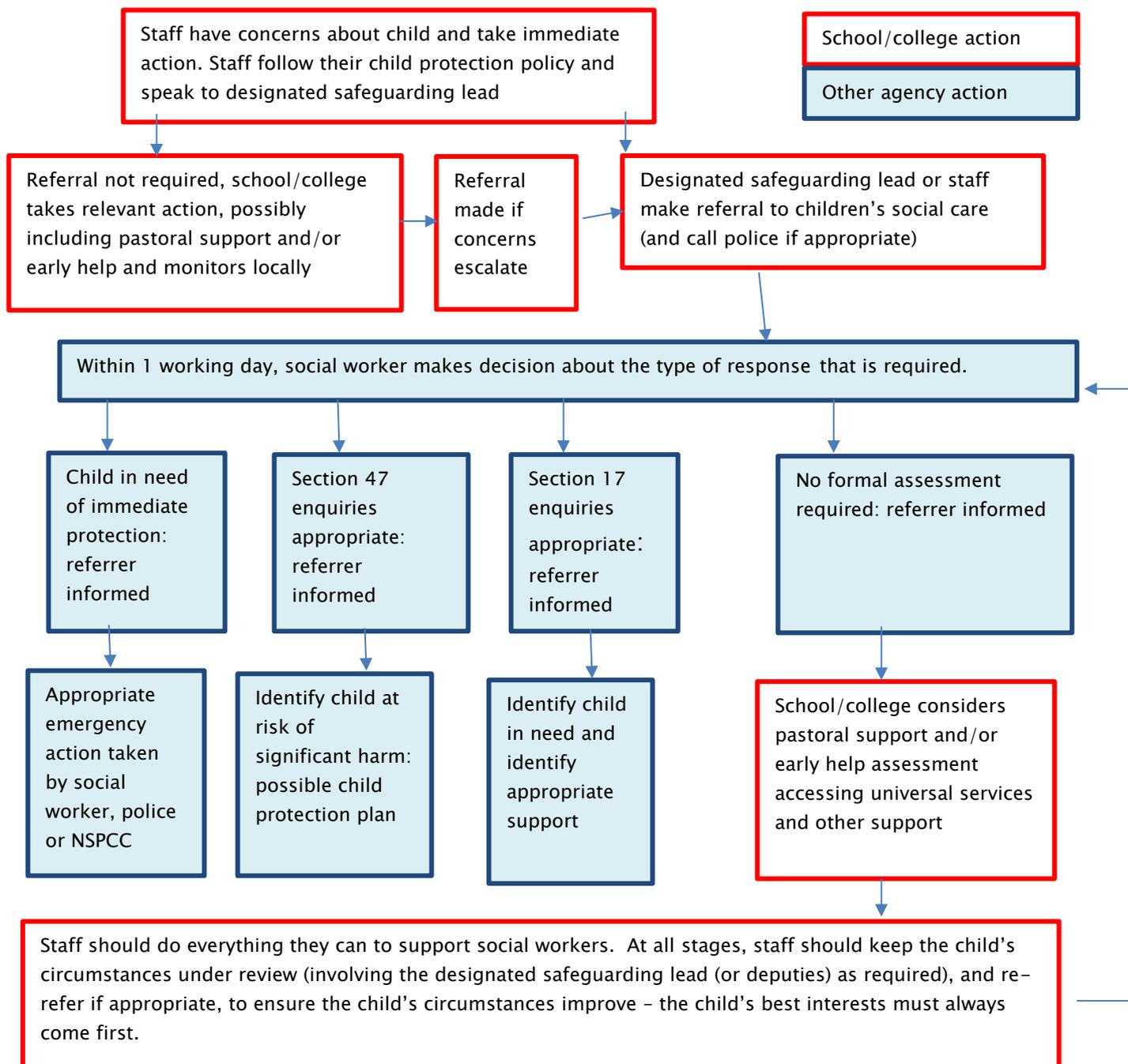
- 8.1 DSL/Dep DSL and CPOs must retrain at least every two years, and are responsible for staying up to date with changes in legislation and best practice.
- 8.2 The DSL is responsible for ensuring that safeguarding training (including Prevent Duty training as recommended by the DDSCP) is delivered to new staff and volunteers as part of their induction.
- 8.3 The DSL is responsible for ensuring that refresher safeguarding training is delivered to all staff (including the Head) and volunteers at least annually.
- 8.4 The DSL is responsible for ensuring that all staff are trained to manage a report of child on child sexual violence and sexual harassment.
- 8.5 The DSL is responsible for delivering safeguarding training to the Trent College pupil body via the PSHE programme, peer mentoring and prefect training programmes.
- 8.6 The DSL is responsible for ensuring that pupils are taught to keep themselves safe online via PSHE, workshops and computer science lessons.
- 8.7 The PSHE programme is regularly adapted in order to help counter emerging safeguarding trends.
- 8.8 The school contributes to inter-agency working and the DSL works closely with the Derby & Derbyshire Safeguarding Children Partnership.

- 8.9 ALL staff (including the Head), governors and volunteers in the School have read KCSIE (Part 1 and Annex B) or KCSIE Annex A (if they do not work directly with children), and What to do if you're worried a child is being abused – March 2015.
- 8.10 ALL staff (including the Head), governors and volunteers receive induction training, which includes familiarisation with the Code of Conduct (for staff); the Whistleblowing Policy; KCSIE (Part 1 and Annex B); What to do if you're worried a child is being abused – March 2015; E-safety Policy; Acceptable use of Technology Policy; and the Child Protection & Safeguarding Policy; Safeguarding response to children who go missing from education; Rewards and Sanctions Policy (pupil behaviour policy).
- 8.11 Pupils are provided with age appropriate relationship, sex and health education through the PSHE programme, in accordance with DfE Statutory guidance: relationships education, relationship and sex education (RSE) and health education.

9 SAFER RECRUITMENT PROCEDURES

The School operates safer recruitment procedures as outlined in the Safer Recruitment Policy. All new employees are subject to a Disclosure and Barring Service check at the Enhanced Disclosure level and EEA checks. The same level of pre-employment check is also carried out on any family members over the age of 16 if the prospective employee's employment requires them to be resident within the school campus. Similarly all qualifying volunteers including Governors, and contractors, such as bus drivers, who are likely to come into contact with pupils are checked at the same level. In order to verify the validity of written references, the school will make direct contact with a referee to ensure the written reference is genuine.

Appendix 1: Actions where there are concerns about a child



Appendix 2: Private Fostering

The section should be read with reference to Derbyshire Safeguarding guidelines:

<https://www.derbyshire.gov.uk/social-health/children-and-families/adoption-andfostering/fostering/become-foster-carer/types-fostering/private-fostering/privatefostering.aspx> including "How to Identify a Privately Fostered Child"

Under the Children Act, 1989, Local Authorities have a duty to make sure that any Private Fostering arrangements that a child or young person lives in, provide for the child's or young person's needs and safeguard his or her welfare. Schools have a duty to inform Local Authorities of any Private Fostering arrangements that their pupils do or will live in. Trent College and The Elms will ensure all staff, governors and volunteers in the school are aware of this duty. If a member of staff, governor or volunteer becomes aware that a child or young person may be living in a Private Foster arrangement, it is the responsibility of that person to report this to the Designated Safeguarding Lead who will seek advice from Children's Social Care as to whether the child or young person is a privately fostered child under the regulations.

All staff, volunteers and governors have a responsibility for the following:

- to ask parents/carers questions around their relationship with the child or young person if this is unclear, confusing or concerning.
- to follow up any discussion with a child or young person about their living arrangement which is unclear, confusing or concerning.
- to have robust consent/trips/outings letters which clearly define the child's relationship to the adult giving consent

If a child or young person is living in a Private Fostering arrangement:

- to work with the Local Authority to ensure the child's or young person's needs are being met, to monitor and report to ensure the safety and welfare of that child or young person whilst been privately fostered.
- to assist with advising and supporting the carer to undertake their duties whilst the child or young person is living in such an arrangement.

Covid-19: Child Protection & Safeguarding Policy Addendum – Applicable during lockdowns

Date of Policy:	September 2021
Policy Approved By:	Child Protection Welfare & Boarding Committee [October] Ratified at the Michaelmas Term Full Board Meeting
Policy Owner:	Head & Deputy Head (Pastoral)
Next Policy Review	Trinity Term
Review Frequency	Monthly
Lifespan:	This addendum applies for the duration of the special measures in place in response to the Covid-19 outbreak.
Previous Versions:	January 2021
Governor Committee(s):	Child Protection Welfare & Boarding Committee

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from local safeguarding partners.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
- children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
- adopted children or children on a special guardianship order
- those at risk of becoming NEET ('not in employment, education or training')
- those living in temporary accommodation
- those who are young carers
- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health
-

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, KCSIE

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they will act on it immediately
- A designated safeguarding lead (DSL) or deputy will be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children will continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

Revised Reporting Arrangements

- Call either the DSL or Deputy DSL (Contact details are on the Aide Memoire provided to all staff)
- Do not rely on leaving a message or emails for urgent concerns. Please ensure that you speak to a member of the team.
- Record your concern in MyConcern

As a reminder, all staff will continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. Safeguarding Duty Team Arrangements

There will always be a trained DSL or deputy DSL contactable or on site.

We will keep all school staff and volunteers informed of any changes to the reporting arrangements by email.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

The Heads of Trent and The Elms and the Deputy Head ((Pastoral) Trent) will remain resident on site throughout the period of closure to provide safeguarding support if required but the DSL remains the principal point of contact.

At present, mobile numbers are the best route to making direct contact.

Designated Safeguarding Lead (including EYFS)

Justine Rimington 0115 9836981 07919 031557

Deputy Designated Safeguarding Leads

Trent: Jeremy Hallows 0115 9836985 07751 491400

Trent: Zoe Hawkins 0115 9836965 07931 326851

Elms: Lucy Deller 0115 9837015 07798 918686

Elms: Lucy Savage KS1 & EYFS 0115 9837016

Child Protection Officers

Elms: Liz Barclay 0115 9837008

Elms: Hannah Longmuir (Nursery) 0115 9837014

Elms: Sarah Shakespeare (pre-school) 0115 9837031

Elms: Steven Young (KS2) 0115 8494942 (via Reception)

Designated Teacher for Looked After Children

Trent: Jeremy Hallows 0115 9836895

Full contact details for local services are contained in the Child Protection and Safeguarding Policy.

These arrangements will help to ensure that we are able to:

- Identify and care for the most vulnerable children in school
 - Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

Pupils will be registered once each day by their tutor (Trent) and class teacher (The Elms). This will be recorded in ISAMs. There will be follow up on pupils who have not been accounted for by contacting home on the same day whenever possible and within 24 hours at the latest.

Where any child we expect to attend school during the closure doesn't attend or stops attending. In these cases, we will:

- Follow up on their absence with their parents or carers, by calling parents and other key contacts until we have confirmed the whereabouts of the child.
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

7. Peer-on-peer abuse

We will continue to follow the principles set out in KCSIE when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of KCSIE

Staff will continue to act on any concerns they have immediately.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adults to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

We will continue to consult with the Local Area Designated Officer prior to investigating allegations of abuse made against staff or adult volunteers, in accordance with section 3.10 of our Child Protection and Safeguarding Policy.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
 - They would usually attend but have to self-isolate
- These plans set out:
 - How often the school will make contact
 - Which staff member(s) will make contact
 - How they will make contact

We have agreed these plans with children's social care where relevant and will review them.

If we can't make contact, we will agree the appropriate course of action with Children's Services.

10.2 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk. Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

If IT staff are unavailable, our contingency plan would make use of the following external companies with whom we have standing support contracts.

Network Infrastructure including connectivity, Wi-Fi, Firewall and filtering services – Khipu Networks Ltd (Contact John-Ryan Smith, john-ryan.smith@khipu-networks.com, +44 (0)345 2720900)

Microsoft Infrastructure & Cloud Services – DMSsystem.co.uk (Contact Gavin Clucas, GavinClucas@dmsystem.co.uk, 01322 420146)

In addition to the above contracts covering a broad cross section of IT support our key database system and learning platform are hosted with cloud providers who support them accordingly.

School Management Information System – iSAMS (+44 (0) 1604 659 115)

School Learning Platform – Firefly (+44 (0) 20 7112 9362)

The IT Services department maintain a list of additional companies that could be engaged on an ad-hoc basis should further provision be required.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our Staff Code of Conduct, Rewards & Sanctions Policy, Behaviour Policy and IT policies.

Guidance has been given to staff regarding the developing use of technology for the delivery of education during the closure of the school. All staff should adopt a safety first approach and ensure that they have taken appropriate advice from their line manager on safe working practice.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too. [See Appendix 1 for Guidance]

11.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Know where else they can go for support to keep their children safe online

12. Mental health

We will continue to offer our current support for pupil mental health for all pupils.

The Tutor will be the first point of contact with children and has an enhanced role in monitoring the welfare and mental health of each child under their care.

The welfare support staff across the school remains fully active and will provide support, advice and intervention when required.

The PSHE programme will be adapted to ensure that pupils are fully supported in adapting to the new learning model. We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

13. Staff recruitment, training and induction

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of KCSIE.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers and conduct risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with guidance contained in part 3 of KCSIE

13.2 Staff 'on loan' from other schools

There are no plans to take staff on loan from other schools. However, if required, we will assess the risks of staff 'on loan' working in our school and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

13.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- KCSIE Part 1 and Annex B
- We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:
 - A copy of our child protection policy and this addendum
 - Confirmation of local processes
 - Confirmation of DSL arrangements

13.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them. We will continue to keep our single central record up to date.

14. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

15. Monitoring arrangements

This policy will be reviewed on a monthly basis or as guidance is updated.

The contents shall be agreed by the Board of Governors.

16. Related Links and Resources

A range of documents have already been highlighted to staff through the current Child Protection and Safeguarding Policy. In addition to these, staff should make themselves aware of:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers
- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Appendix 1: Interim Guidance Issued to Trent and Elms Teaching Staff

Online Teaching: Behaviour, Welfare and Safeguarding

This advice has been written in light of the rapid shift from classroom/campus provision to online teaching. We have strong and established norms in the day to day life of the school which we must establish in the work that we do with the pupils online. This first draft is provided to ensure that contact with pupils feels natural and remains safe. No colleague is expected to operate outside the limit of their capability or without specific training if it is required. All colleagues are entitled to develop their own model of delivery at their own pace in the context of school expectation.

Related Policies

Staff Code of Conduct; Child Protection and Safeguarding Policy; Rewards & Sanctions Policy

Aim: To achieve the successful transfer of established norms and expectations into the new working model.

- Our duty of care and reporting obligations are unchanged
- The Safeguarding Team is well established and well known to all staff. They are always available via mobile numbers and email. (See Aide Memoire for details).
- We retain high expectations of pupils
- Our safeguarding duties remain unchanged
- The same pastoral practitioners are in place to support all pupils and staff
- If at all concerned for the safety of a child, report immediately in accordance with the Child Protection Policy.
- Classroom management will be very different in the online domain
- All staff are familiar with safeguarding issues and how to report them.

Risks to staff: Working and communicating with pupils online, **especially** with the use of video communications, increases the potential for things to go wrong.

Before using Teams, and when video conferencing, staff must make the following ground rules clear to pupils:

- The usual expectations of good behaviour (See Rewards & Sanctions Policy) continue to apply
- Everyone has a right to contribute and be listened to
- Pupils must do all they can to allow others to focus on their work
- The usual level of formality should be observed
 - o All participants must be properly dressed. Smart casual dress is acceptable for all involved.
 - o All participants must be in an appropriate location (many pupils have study bedrooms and so a bedroom location is not prohibited but only from a desk)
 - o Only heads and shoulders should be in view
 - o Privacy should be respected and promoted.
 - o Staff must not initiate or allow discussion of the personal setting for any video dialogue
- Pupils are not allowed to record any footage without permission. Disciplinary consequences are likely for pupils who break this rule.
- Staff can and should use recording in Microsoft Teams but this must remain stored on school servers (Stream) [Recording of video conferencing is a good way of promoting good behaviour from the pupils]
- Staff should keep a note of attendees, non-attendees and late arrivals/early departures
- Staff must be cautious regarding how **any** 1 to 1 provision is delivered. This means that it should be risk assessed, and, if necessary, discussed with a line manager.
- All sessions should be well structured and have a clear agenda.
- It is preferable for interactions to take place in a setting where they can be overheard by others (Parents of pupils/colleagues).
- Staff should ensure that pupils understand that the school is entitled to extend its disciplinary measures to behaviour outside of school
- Good behaviour should be recorded as readily as shortcomings are referred in line with the Rewards and Sanctions policy.

The Elms have shared with all pupils and parents an Acceptable use of Technology agreement (Appendix 2)

Pupil Behaviour

The presence of others has a powerful effect on behaviour. When a pupil is alone but connected to the teaching group, you are likely to see different behaviour from them. Mostly to the good but there is a risk that you will see worse behaviour than usual. Pupils could develop attachments or infatuations. Virtual communications are stripped of nuance and can be easily misinterpreted. Recording the lesson will protect you from this risk.

If you have any concerns or if something happens in a lesson that causes concern, please ensure that you report it immediately to DH(P) and DSL. If you believe that your actions could be called into question or misinterpreted, ensure that this is reported immediately.

The teacher must retain control over all sessions. Pupils who misbehave may be blocked temporarily from the meeting online. Any follow up is better done in writing via email rather than as a 1 to 1 exchange over video.

When you choose to record a session, it is made clear to all participants. Use this function as a way of shaping and norming the behaviour of the pupils. They will take fewer risks if they know there is a recording (like having a lesson observer).

The pupils will take time to adapt to the new way of working but in doing so they will find new ways to stretch the boundaries. Be wary of them communicating via their phones whilst online with you.

This advice will continue to evolve as we learn from the collective experience. Please let JMH or LACD know of any areas that haven't been covered in the above and it will be adapted to do so.

Safeguarding: Identifying, Monitoring & Reporting

All colleagues must consider how the level of risk to each child has changed in the following areas:

- Young carers
- Grooming/CSE
- Sexting
- Domestic Violence; Physical abuse; Sexual abuse; Emotional abuse; Neglect
- Anxiety
- Suicidal thoughts
- Self-harm
- Eating disorders
- Cyberbullying
- Drug/alcohol abuse
- Mental ill-health

The potential for and impact of most types of safeguarding concerns are increased while pupils are spending extended periods away from school.

Impact: *Remote teaching will remove a good number of the signals that a pupil is at risk that we would detect in our routine interactions. Be alert and report.*

Appendix 2: The Elms Acceptable Use of Technology Agreement:

To ensure that pupils are fully aware of their responsibilities when using information systems and when communicating with fellow pupils and staff, they are asked to read this document, which states what is meant by safe and acceptable use of communications technology. We would ask that parents also read this document with their child so they can explain and answer any questions they may have. In accessing and using Microsoft Office Teams, both pupils and parents are agreeing to the conditions below. If you would like to discuss these conditions further or do not consent to this agreement then please contact lucy.deller@trentcollege.net.

1. I understand that ICT includes a wide range of systems, including mobile phones, personal devices, digital cameras, email, social networking and games consoles.
2. I will only use technology for school purposes as directed by my teachers.
3. I will only use technology when there is an adult in the house and they know I am using it. I will be responsible for my behaviour and actions when using technology; this includes the resources I access and the language I use.
4. I will make sure that all communications with students, teachers or others using technology is responsible and sensible.
5. I will not cause offence or upset to others and my online presence will reflect the level of responsibility expected by my parents and my school.
6. I will not reveal my password to anyone other than my parents, my class teacher/specialist IT teacher or member of staff from IT Services.
7. For my own safety I will ensure that personal data remains private.
8. I will report any concerns over pupil's safety (including my own) to the Deputy DSL, Mrs Lucy Deller, so that action can be taken to ensure pupils are safeguarded.
9. I will report any concerns regarding improper use of ICT to my class teacher or IT Services.
10. Pastoral tutor times may utilise video conferencing and should only be initiated by the teacher. I will ensure that I end the session when my teacher indicates for me to do so.
11. Pupils and parents are not allowed to video any live session or conference call or take screen shots unless they have been given specific permission by the teacher. However, in accordance with guidance received from the Derby and Derbyshire Safeguarding Children Partnership, the school will record communications that take place using the video function.
12. I understand that my use of Microsoft Office Teams will be monitored and logged.
13. I understand that Microsoft Office Teams is an extension of the classroom and I will conduct myself as I would in a classroom.

This includes:

- Working from an environment that is quiet, safe and free from distractions (preferable not a bedroom unless clearly set up as a study space)
- Being on time for interactive sessions
- Being dressed appropriately for learning (no pyjamas or swimwear)
- Remaining attentive during sessions
- NOT recording each other's on-line interactions

I understand that this agreement is designed to help keep me safe and if they are not followed, school sanctions will be applied.

References

- 'Working Together to Safeguard Children 2018 – A guide to inter-agency working to safeguard and promote the welfare of children – last updated December 2020 HM Gov) [Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](#)
- Keeping Children Safe in Education' Statutory guidance for schools and colleges – September 2021 (DfE) [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](#)
- What to do if you're worried a child is being abused: Advice for practitioners – March 2015 (HM Gov) [Stat guidance template \(publishing.service.gov.uk\)](#)
- 'Information Sharing' Advice for Practitioners providing safeguarding services to children, young people, parents and carers – July 2018 [Information sharing: advice for practitioners \(publishing.service.gov.uk\)](#)
- Derby & Derbyshire Safeguarding Children Partnership for guidance on making referrals https://derbyshirescbs.proceduresonline.com/docs_library.html#guidance
- Statutory framework for the early years foundation stage – Setting the standards for learning, development and care for children from birth to five – September 2021 [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](#)
- Child Sexual Exploitation – Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation – February 2017 (DfE) [Department for Education \(publishing.service.gov.uk\)](#)
- Sexual Violence and sexual harassment between children in schools and colleges – Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children – September 2021 [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](#)
- Derby & Derbyshire Safeguarding Children Partnership for guidance on making referrals: Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads – May 2018 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
- Revised Prevent Duty Guidance – 1 April 2021 [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#)
- The Prevent Duty, Departmental advice for schools and childcare providers – June 2015 (DfE) [Advice template \(publishing.service.gov.uk\)](#)
- Children missing in education – Statutory guidance for local authorities – September 2016 [Stat guidance template \(publishing.service.gov.uk\)](#)
- Promoting the education of looked after children and previously looked after children – February 2018 [Promoting the education of looked-after children and previously looked-after children \(publishing.service.gov.uk\)](#)
- The designated teacher for looked after and previously looked after children – February 2018 [The designated teacher for looked-after and previously looked-after children \(publishing.service.gov.uk\)](#)
- Multi-agency statutory guidance on FGM (July 2020) [HM Government - Multi-agency statutory guidance on Female Genital Mutilation \(publishing.service.gov.uk\)](#)
- FGM Guidance for Schools: understanding your role in safeguarding girls, engaging parents and teaching about FGM - June 2019 [PDF FGM Schools Guidance 18.06.2019 \(nationalfgmcentre.org.uk\)](#)
- Preventing youth violence and gang involvement (Aug 2013) <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](#)
- Criminal exploitation of children and vulnerable adults: county lines (Feb 2020) [Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](#)
- Teaching Online Safety in Schools (June 2019) [DfE external document template \(publishing.service.gov.uk\)](#)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people – December 2020 [Sharing nudes and semi-nudes advice for education settings working with children and young people -.pdf \(ioe.ac.uk\)](#)
- Mental health and behaviour in schools - November 2018 [Mental health and behaviour in schools \(publishing.service.gov.uk\)](#)