Child Protection & Safeguarding Policy

Date of last Review:	**September 2026**
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	**September 2027**
Review Frequency	**Annually**
Previous Versions:	**September 2025**
Governor Committee(s):	**Child Protection Welfare & Boarding Committee**

This policy was updated and then reviewed by Governors Summer 2026 and will be formally ratified at the CPWB Meeting, October 2026.

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.

We are committed to promoting and supporting positive pupil mental health and wellbeing through our policies and practice. Our first consideration, as professional, adult practitioners, will be how our actions support and promote the wellbeing of every child.

The policy should be read with reference to:

Keeping Children Safe in Education, Statutory guidance for schools and colleges – September 2026 (DfE)

Working Together to Safeguard Children 2026 – A guide to multi-agency working to help, protect and promote the welfare of children –2026 HM Gov

Early Years Foundation Stage Statutory Framework 2026 for group and school-based providers

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 – May 2024 Information sharing: advice for practitioners (publishing.service.gov.uk)

Derby & Derbyshire Safeguarding Children Partnership for guidance on making referrals

NPCC [National Police Chiefs' Council] When to call the police – guidance for schools and colleges
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 – is now covered in KCSIE

Prevent duty guidance: Guidance for specified authorities in England and Wales Prevent duty guidance: Guidance for specified authorities in England and Wales (publishing.service.gov.uk) – December 2023

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

Criminal exploitation of children and vulnerable adults: county lines (Feb 2023)

Teaching Online Safety in Schools (2023)
DfE external document template (publishing.service.gov.uk) [Link updated]

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)

PACE Code C 2019 (Police and Criminal Evidence Act 1984 Code of Practice for the detention, treatment and questioning of persons by Police Officers – Pace Code C (Revised) (publishing.service.gov.uk) [Link updated]

Guidance for safer working practice for those working with children and young people in education settings (the Safer Recruitment Consortium, February 2022) Professional and Personnel Relationships (saferrecruitmentconsortium.org)

Gender Questioning Children guidance: is now covered in KCSIE

CONTACT NUMBERS AND DETAILS

Designated Safeguarding Lead (including EYFS)
Sinead Wilson — 0115 9836981 07515 622104

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: Steven Young	0115 8494942 (via Reception)
Elms: Sarah Wallis	0115 8494942 (via Reception)

Child Protection Officers

Elms: Hannah Longmuir (Nursery)	0115 9837014
Elms: Sarah Shakespeare (pre-school)	0115 9837031
Elms: Kristal Byard	0115 8494942 (via Reception)

Designated Teacher for Looked After Children
Trent: Jeremy Hallows — 0115 9836895

The Head — via louise.fuller@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

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 — Professional.Allegations@derbyshire.gov.uk

Independent Person for Boarding Pupils
Shaun Reynolds — 07581 341566

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/

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 school is committed to fostering an inclusive and anti-discriminatory culture. Staff are expected to identify, challenge and report discriminatory language, behaviours, attitudes, racism, prejudice and misogyny where these may impact upon the safety, welfare or wellbeing of children.

1.4 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.

1.5 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 here.

1.6 The use of mobile phones and cameras within the Early Years setting are restricted, see the EYFS Policy for further details.

1.7 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 – March 2026.

The school recognises that Working Together 2026 strengthens expectations regarding Family Help, anti-discriminatory practice, information sharing, and effective multi-agency working to improve outcomes for children and families.

The DSL or Deputy DSLs (if the DSL is unavailable) will make Family 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, who is a member of the school's Senior Leadership Team.

1.8 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 Family 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.

1.9 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.

1.10 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.

1.11 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'.

1.12 The school recognises the potential risk of child-on-child 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 self-generated (explicit) imagery, 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 child-on-child abuse, but that all child-on-child abuse is unacceptable and must be taken seriously. It also recognises that there are different forms of child-on-child abuse such as sexual violence and sexual harassment; physical abuse; self-generated imagery; initiation/hazing type violence and rituals. Staff are trained to recognise and refer incidents of child-on-child abuse to the DSL. The school maintains full compliance with the National Minimum Standards for Boarding.

1.13 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.

1.14 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.

1.15 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.

1.16 The school recognises the need for appropriate training and access to advice on child protection and safeguarding concerns (including understanding of the local Family 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 working in the EYFS will receive training specific to the needs of 0–5-year-olds.

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 child-on-child 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 self-generated sexual images, 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 maintained on a separate spreadsheet shared between HR, Deputy Heads and DSL.

Staff also receive annual e-safety updates and refresher training.

Induction of new staff includes training in child protection and safeguarding; online safety including understanding roles and responsibilities in relation to filtering and monitoring; 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.

1.17 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.

1.18 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 will request evidence of the external provider's Child Protection Policy including, where required, 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.

1.19 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.

1.20 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
- Drugs Policy
- 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
- Relationships and Sex Education Policy
- 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 can remotely monitor the screen and keyboard activity of their pupils. Staff training includes understanding roles and responsibilities in relation to filtering and monitoring. See E-Safety Policy. The effectiveness of filtering and monitoring arrangements will be formally reviewed at least annually. Records of such reviews will be maintained and reported through the school's safeguarding governance arrangements.

1.21 The school understands that it remains responsible for the safeguarding of pupils that it places with an alternative provision provider and must therefore carry out appropriate safeguarding checks.

1.22 **Artificial Intelligence (AI), Deepfake and Image-Based Abuse -** The school recognises that advances in technology and artificial intelligence present new safeguarding risks for children and young people. These risks include the creation, possession or sharing of AI-generated nude or semi-nude images, manipulated imagery ('deepfakes'), online impersonation, technology-assisted bullying, harassment, exploitation and grooming. Any concerns relating to AI-generated content or image-based abuse will be treated as safeguarding concerns and referred immediately to the DSL or Deputy DSL. The school will provide education to pupils regarding the safe, responsible and ethical use of emerging technologies through computing, PSHE and online safety education.

2. DEFINITIONS & CAUSES FOR CONCERN

Children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or may not recognise their experiences as harmful. It is therefore an essential 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 because 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 child-on-child abuse. The school recognises that additional safeguarding vulnerabilities may also be present for young carers, pregnant pupils, teenage parents, looked after children, previously looked after children, children experiencing discrimination and those who may have caring responsibilities within the home.

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 caretakers; 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. Emotional abuse may include persistent criticism, humiliation, belittling, verbal abuse, intimidation, coercive control, rejection or exposure to domestic abuse.

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, penetration with an object 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 always paramount. 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 of the form 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) because 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.

Self-generated sexual imagery can take the form of child-on-child abuse and can significantly increase a child or young person's vulnerability to CSE. 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 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 5G 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 r 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 mental health difficulties can, in some cases, be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. Whilst only appropriately trained professionals should make a diagnosis of a mental health condition, school staff are well placed to identify changes in behaviour, emotional presentation, attendance, engagement or relationships that may indicate emerging mental health difficulties or wider safeguarding concerns. The school recognises that emotional wellbeing, trauma, mental health and safeguarding are often closely interconnected. Mental health difficulties may be both an indicator and a consequence of abuse, neglect or exploitation. Staff are therefore made aware of the importance of early identification and referral so that appropriate support and safeguarding measures can be put in place. Concerns should be reported in accordance with safeguarding procedures.

2.10 **Children Missing or Absent from Education –** Staff should remain alert to unusual attendance patterns and refer concerns promptly to the DSL, Deputy DSLs or a CPO for assessment. The school recognises the importance of monitoring attendance closely and maintaining effective systems for identifying children who may be missing or absent from education. The school will also keep relevant local authorities informed of pupils joining or leaving the school in accordance with statutory requirements. For further information, please refer to 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 online bullying, self-generated images 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 distressed because 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. 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 or 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 and can affect their ability to learn. 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.

2.17a **Child-on-Parent or Caregiver Abuse** - Child-on-parent or caregiver abuse may involve physical violence, intimidation, coercive control, emotional abuse, financial abuse or damage to property directed at a parent, carer or other family member.

The school recognises that such behaviours may indicate unmet safeguarding needs and wider family vulnerabilities. Concerns should be referred to the DSL for assessment and consideration within a safeguarding framework.

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 child-on-child 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 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.

2.26 **LGBTQ+** The school recognises that children who are LGBTQ+ (or are thought to be LGBTQ+) can be at higher risk of being targeted by other children. The risks can be compounded where the child does not have a trusted adult to open up to. The school recognises the importance of providing a safe environment for children to voice their concerns and of ensuring LGBT inclusion across the curriculum, including RSE. The school recognises the need to take a cautious approach when support a child who is questioning their gender.

The school recognises that children who are questioning their gender may require careful safeguarding consideration. Decisions regarding support will be made on an individual basis and with regard to the child's wishes, wellbeing, developmental stage, relevant safeguarding considerations, parental involvement and any available professional advice.

The school will have regard to current Department for Education guidance when determining how best to support a child who is questioning their gender.

2.27 **Violence Against Women and Girls (VAWG)** - The school recognises that violence against women and girls, sexual harassment, misogyny, harmful gender stereotypes and abusive attitudes can emerge during childhood and adolescence.

The school will actively promote respectful relationships and challenge behaviours or attitudes that may contribute to the abuse of women and girls.

Concerns relating to misogyny, sexual harassment or harmful gender-based behaviours will be treated seriously and addressed through safeguarding, behaviour and educational interventions as appropriate.

2.28 **Sixth Form Pupils and Age-Related Safeguarding Risks -** The school recognises that as pupils mature and become more independent, they may encounter safeguarding risks that differ from those experienced by younger children. Whilst Sixth Form pupils may present as more resilient and self-sufficient, they remain children for the purposes of safeguarding until they reach the age of 18.

The school recognises that older pupils may be more vulnerable to risks associated with:

- Alcohol and substance misuse.
- Mental health difficulties, self-harm, suicidal ideation, eating disorders and emotional wellbeing concerns.
- Radicalisation, extremism and exposure to harmful online content.
- Child criminal exploitation, county lines activity and serious violence.
- Driving-related risk-taking behaviours, including travelling with unsafe drivers.
- Independent travel, employment, work experience and unsupervised social activities.
- Financial exploitation, gambling and online financial scams.
- Issues linked to transition to higher education, employment, apprenticeships or independent living.

Staff working with Sixth Form pupils should remain professionally curious and recognise that older pupils may be less likely to disclose concerns or seek help. Safeguarding concerns relating to Sixth Form pupils must be responded to in accordance with the procedures outlined in this policy.

3 RESPONDING 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 recognises the impact of childhood trauma on development and wellbeing and will seek to employ a trauma informed approach in supporting children. 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 Family 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 Family Help Assessment (FHA) in accordance with LSCP procedures and Working Together to Safeguarding Children, March 2026.

3.6 Where there is an allegation or suspicion of child on child 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 child-on-child 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 or allegations about staff (including supply staff) or volunteers that do not meet the harm threshold will be shared and managed as low-level concerns (in accordance with KCSIE) as outlined in Section 9 of the Staff Code of Conduct.

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 sends 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 have the right to raise concerns under the whistleblowing policy. 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 Low-level concerns about any member of staff (including supply staff and trainee teachers) must be shared with the Head and/or the DSL/Dep DSL (who will both inform the Head). The Head will determine the most appropriate course of action, usually in consultation with the DSL or Dep DSL. Where there is doubt as to whether the concern exceeds the threshold for being handled as low-level, guidance will be sought from the LADO. Records of low-level concerns will be maintained and regularly reviewed by the Head/DSL to look for patterns of behaviour/concerns. The Designated Safeguarding Governor reviews the Low-Level Concerns log each term.

3.19 Concerns that a safeguarding or child protection matter is not being handled appropriately should be referred to the Head or Deputy 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).

3.20 Allegations received by the school, relating to incidents that occur/occurred whilst an individual or organisation uses/was using the school's premises for running activities for children, will be responded to in accordance with policy, including informing the LADO. Where appropriate the individual or organisation concerned will also be informed.

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

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/devices 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 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 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. Governors, Executive and staff in Senior Leadership are expected to have read KCSIE.

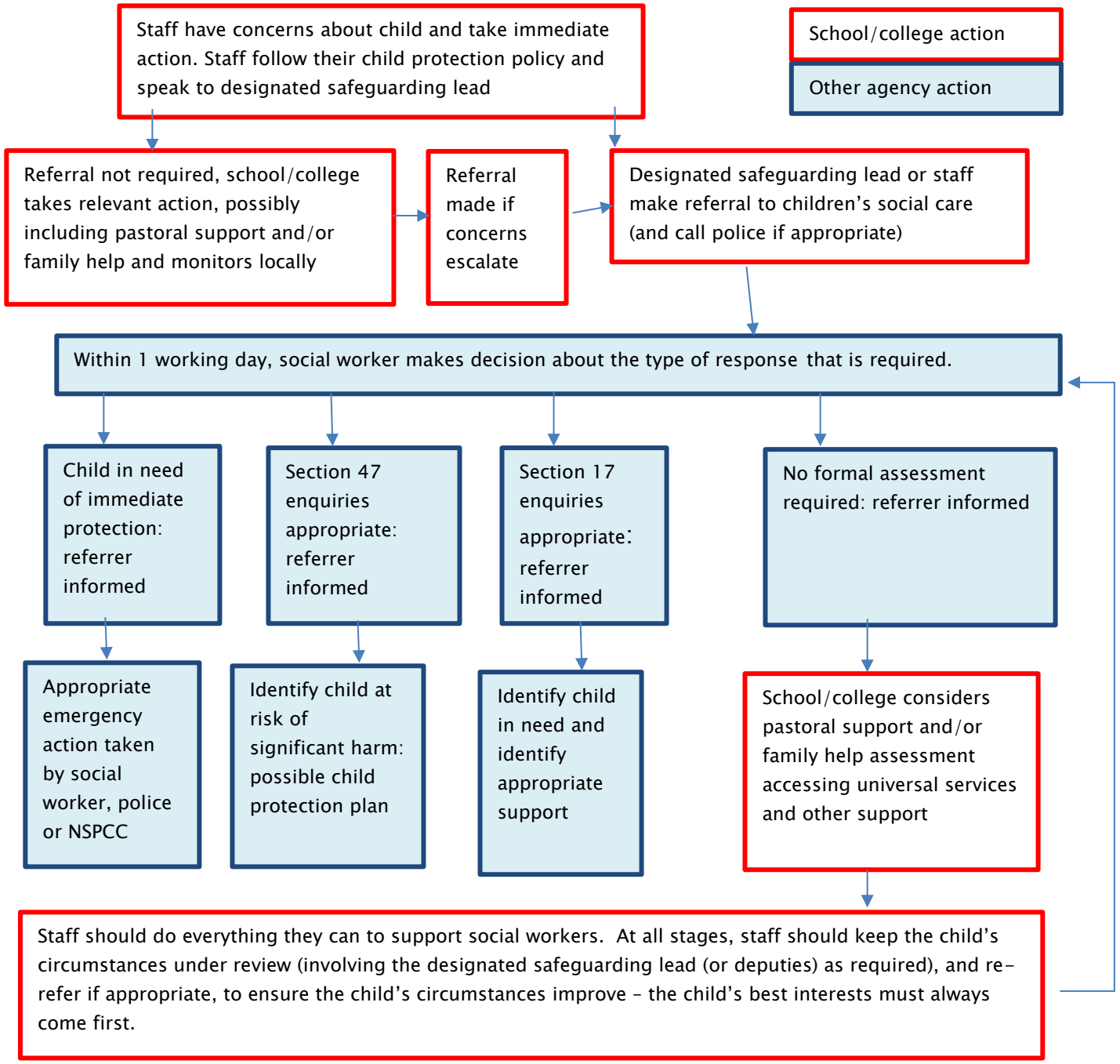
8.10 All staff (including the Head), governors and volunteers receive induction training, which includes familiarisation with the Code of Conduct (for staff); the Whistleblowing Policy; KCSIE Part 1; What to do if you're worried a child is being abused – March 2015; E-safety Policy; Acceptable use of 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 encounter pupils are checked at the same level. 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

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 whist the child or young person is living in such an arrangement.