Child Protection and Safeguarding Policy 2021-2022

Policy Owner	Sophie Evitts
Role	Deputy Headteacher

1. Introduction and Context

1.2 Our school, its community, and our vision & ethos.

Brackenfield Special School serves many communities, as we have children at our school from a large geographical area, covering Derbyshire and Derby City. Brackenfield's school strap line is changing children's worlds; inspiring, exploring, learning. We use seven key characters with our children when embedding the ethos of our school, there are: Kindness, Resilience, Cooperation, Determination, Honesty, Curiosity and Courage.

Brackenfield Ethos:

Ethos: Our School Values		
Belong	Believe	Be Brave
Caring for each other; helping each other; wearing our uniforms	Trying our hardest; treating everyone fairly; listening to each other	Never giving up; trying even when we find something hard; telling the truth

Brackenfield Characters:

Curiosity | Cooperation | Courage | Determination | Honesty | Kindness | Resilience

Our Vision is to support our students to reach their potential and become functionally and emotionally literate young adults. This will be achieved through a curriculum with functional life skills at its core, developing young adults who are independent and employable and are empowered to make positive choices about the next stage of their lives. We believe that safeguarding is everyone's responsibility and we work actively with parents/carers and other settings to promote a shared approach to children's safety and well-being.

We offer to our parents and the community our early help offer, which provides early help for children and their families at Universal and Emerging Needs Level. Early Help is everyone's business and we as a school support and deliver this message to our parents and communities.

This policy should be read alongside the following policies:

- Pastoral Policy incl. mental health and wellbeing
- Behaviour
- Anti-bullying
- Peer on peer/ sexual harassment
- Online safety

These can be found on Teams- Policies-safeguarding.

Included within this policy is information on:

- Early help offer
- Up to date advice and guidance from the Government and Local Derbyshire and Derby City Safeguarding Board

1.3 Our Policy

Brackenfield SEND School fully recognises it's for Child Protection and Safeguarding, this Policy sets out how the School will deliver these responsibilities.

This is an overarching policy.

Child as written in this policy is a child until 18.

Child as written in this policy is of statutory school age.

Child as written in this policy is a pupil or student in this school.

Staff as written in this policy means, any one with contact to a child or young person, all teaching staff, non-teaching, Governors and Volunteers, and extends to all supply/agencies/visitors being used by the school for duties within the school.

We are an Early Years Foundation Stage (EYFS) provider. Please see Annex at the back of this policy, the early years safeguarding framework, 2020.

A vulnerable adult is so defined as still in the setting and who is or may be in need of community care services by reason of mental or other disability, age, or illness, who is unable to take care of him/herself, or unable to protect him/herself from significant harm or exploitation.

This policy should be read in conjunction with:

 'Working Together to Safeguard Children' (updated 2020) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

"Keeping Children Safe in Education" 1 Sept 2021 which is the statutory guidance for Schools and Colleges.

"What to do if worried a child is being abused" (March 2015)

"Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

"The Prevent Duty for schools and childcare providers" (June 2015).

Sexual Violence and Harassment between children in schools and colleges, Sept 2021

The Role of the Designated Teacher for Looked After and Previously Looked after children, Feb 2018

Furthermore, we will follow the Procedures set out by the local Safeguarding Partnership

In accordance with the above procedures, we carry out an annual audit of our Safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the Derby and Derbyshire Safeguarding Children Partnership.

Through implementation of this policy we will ensure that our School provides a safe environment for children (and vulnerable adults when in their setting) to learn and develop.

1.4 Our Principles

Safeguarding arrangements at this school are underpinned by these key principles:

- Safeguarding is everyone's responsibility: all Staff should play their full part in keeping children (Includes vulnerable adults when in their setting) safe.
- We will aim to protect children using national, local, and school child protection procedures.
- We aim to work in partnership and have an important role in multi-agency safeguarding arrangements as set out by latest Working Together guidance.
- That all Staff have a clear understanding regarding abuse and neglect in all forms; including how to identify, respond and report. This also includes knowledge in the process for allegations against professionals. Staff, should feel confident that they can report all matters of Safeguarding in the School where the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the children in mind at all times.
- We will aim to operate a child-centred approach: a clear understanding of the needs, wishes, views and voices of children and will actively seek out and promote this.

Working Together defines safeguarding children and promoting their welfare is defined as:
- Protecting children from maltreatment.
- Preventing impairment of children's physical and mental health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Brackenfield SEND School will work in partnership with the Derby and Derbyshire Safeguarding Children Partnership and follow relevant local arrangements, policies and procedures as set out under the local safeguarding partnership arrangements. It is expected that the Derby and Derbyshire Safeguarding Partnership will name local schools and
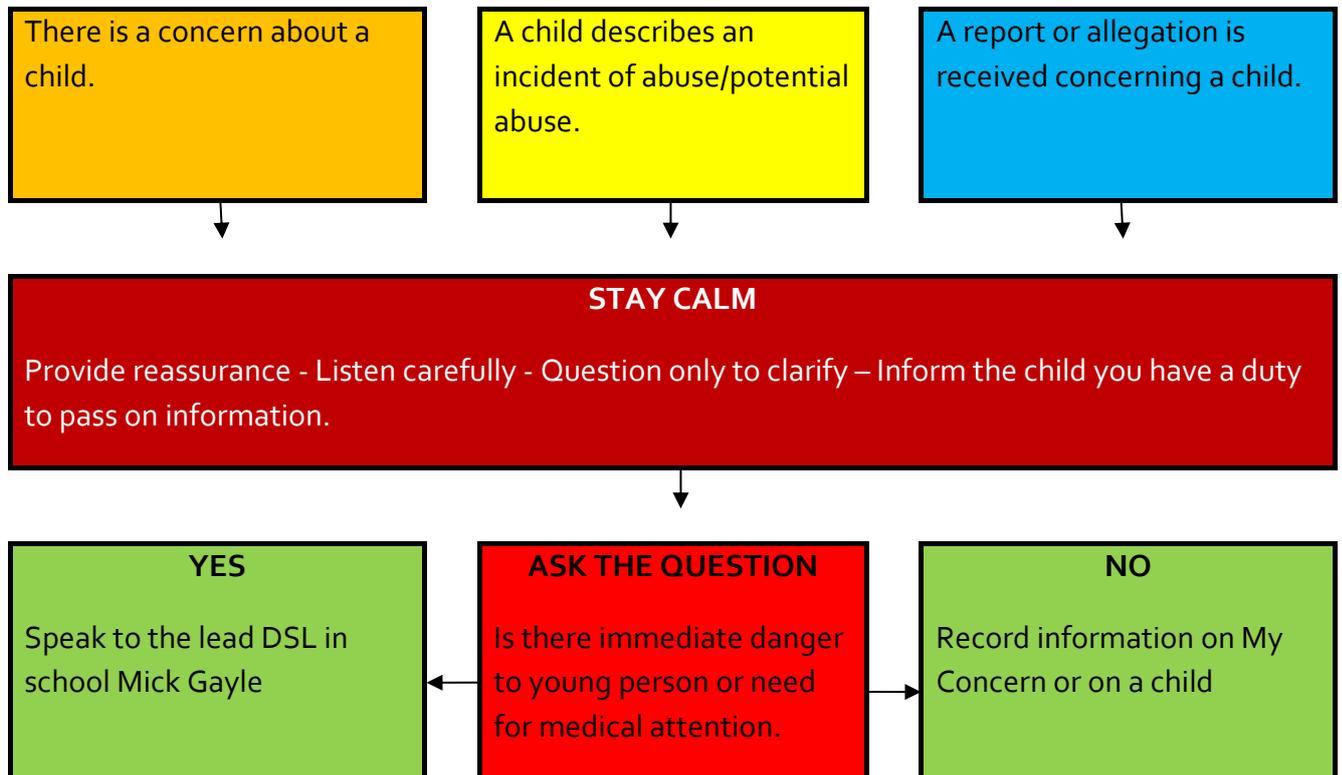
colleges as relevant agencies and as such we will be under a statutory duty to co-operate with the published arrangements.
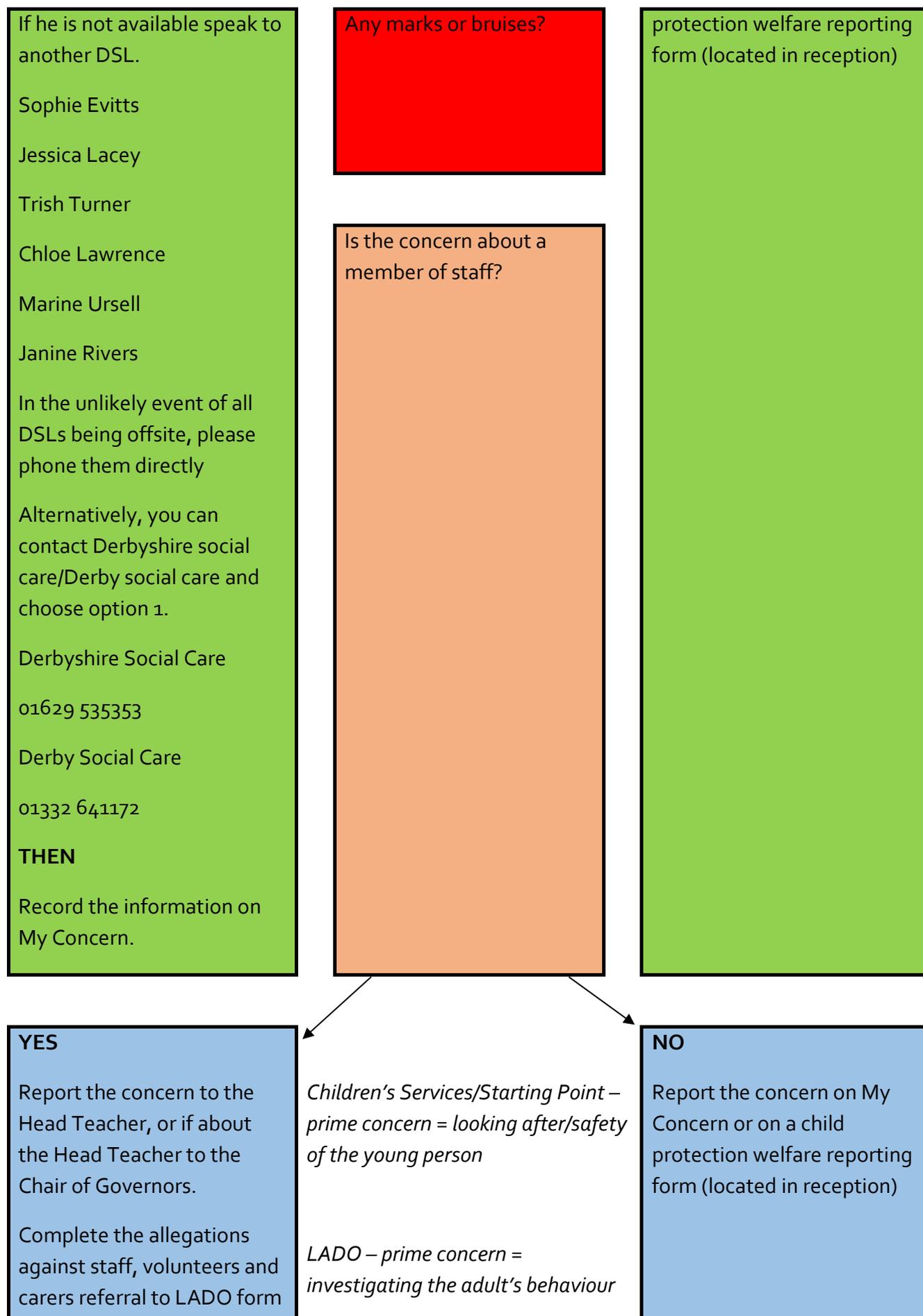
We will ensure that our parents/carers know about our principles, vision, and ethos in Safeguarding. That we aim as a school to work with our parents/carers and the local community to help keep children safe.

2. Safeguarding Roles and Responsibilities

All Staff who have contact with a child, including Governors and volunteers have responsibility in this school for:

- Listening to, and seeking out, the views, wishes and feelings of children and can demonstrate this in their practice.

- Being alert to the signs of abuse, including specific issues in Safeguarding and their need to refer any concerns to the Safeguarding Designated Lead(s) in the School

| There is a concern about a child. | A child describes an incident of abuse/potential abuse. | A report or allegation is received concerning a child. |

STAY CALM

Provide reassurance - Listen carefully - Question only to clarify – Inform the child you have a duty to pass on information.

YES	ASK THE QUESTION	NO
Speak to the lead DSL in school Mick Gayle	Is there immediate danger to young person or need for medical attention.	Record information on My Concern or on a child

If he is not available speak to another DSL.

Sophie Evitts

Jessica Lacey

Trish Turner

Chloe Lawrence

Marine Ursell

Janine Rivers

In the unlikely event of all DSLs being offsite, please phone them directly

Alternatively, you can contact Derbyshire social care/Derby social care and choose option 1.

Derbyshire Social Care

01629 535353

Derby Social Care

01332 641172

THEN

Record the information on My Concern.

Any marks or bruises?

Is the concern about a member of staff?

protection welfare reporting form (located in reception)

YES

Report the concern to the Head Teacher, or if about the Head Teacher to the Chair of Governors.

Complete the allegations against staff, volunteers and carers referral to LADO form

Children's Services/Starting Point – prime concern = looking after/safety of the young person

LADO – prime concern = investigating the adult's behaviour

NO

Report the concern on My Concern or on a child protection welfare reporting form (located in reception)

(located in our reception area) and send by email. Email addresses are provided on the front page of the form.

All updates and feedback following a concern that has been reported about a child will be detailed on My Concern. If the concern was reported on a child protection welfare reporting form, feedback will be given verbally to the person who reported it.

If a LADO referral form has been submitted, the local/duty LADO officer will seek to respond to the referral in 24 hours.

If a young person chooses to speak to you directly:

Do
- React calmly so as not to frighten the young person.   - Take what the person says seriously, recognising the difficulties inherent in interpreting what is being said by a person who has for example a speech impairment and/or differences in language.   - Avoid asking leading or direct questions other than those seeking to clarify your understanding of what the person has said. They may be subsequently formally interviewed by the Police and/or Social Care Services and they should not have to repeat their account on several occasions. The first person told may become at witness at court if they have asked/gained direct relevant information.   - Try to reduce any questions you may choose to ask to an **absolute minimum** and concentrate on listening to the person. Questions should never be leading and should only consist of Who ..? Where ..? When ..? What ..?   - Reassure the young person that they are right to tell and are not to blame.   - Explain to them that concerns will have to be shared with someone who is in a position to act. Do not make promises of confidentiality.   - Make a written record of what has been disclosed at the earliest opportunity.

- Make a full written record of what has been said, heard and/or seen as soon as possible (preferably on the day that the concern/disclosure was first identified/made) using the incident report template.

- Discuss the incident report with the DS Safeguarding lead officer or if not available, one of the other DSLs in school.

Don't

- Dismiss the concern

- Panic or try to resolve the issue yourself.

- Allow your shock or distaste to show.

- Probe for more information than is freely offered to open questions.

- Speculate or make assumptions about what may have happened.

- Make any comments about the alleged abuser.

- Make promises or agree to keep secrets.

- Ask the young person or any witnesses to sign your written information as this may be significantly detrimental to any subsequent police investigation.

- Take photographs of any alleged injuries. Any such recording must only be done by an approved medical or other practitioner, following referral.

- Discuss the issue with anyone other than the DS Safeguarding lead officer or one of the other DSLs in school.

- Knowing who the School Designated Lead/Teacher(s) for Safeguarding are and the relevant links for CIC (Child in Care / Looked After Children), SEN/D and Anti-Bullying including who is the School link Governor for Child Protection and Safeguarding.

- Feeling able in this school to obtain feedback on all concerns reported to a Designed Safeguarding Lead.

- Feeling able to use the schools and local safeguarding partnerships Escalation Policy and Dissent policies.

- Being aware of the 'Allegations Against Professionals' LADO procedures and feeling confident in been to report concerns about other staff and the setting.

- Being aware of safer working practices, critical incident plan, online safety polciy and pastoral handbook (policies team)

- Sharing any concerns about a Headteacher/Principal/Proprietor, with the Chair of Governors

- Being aware of the schools Whistle Blowing procedures and where to obtain further information, advice, and support (policies team)

- Sharing information and working together with agencies such as health and the police to provide children and young people with the help and support they need.

- Supporting pupils who have been abused in accordance with his/her Child Protection Plan.

- Children who go missing from school and or the classroom and particularly those where it is believed a child is leaving the country.

- Identifying children in their school who may be vulnerable to criminal and sexual exploitation; including trafficking and knowing about what action to take, referring into children's services and or the police.

- Recognising that Home Educated Children can be more vulnerable than other children and ensuring processes are followed when a child is likely to be removed from the roll.

- Recognising that looked After Children and care leavers are more vulnerable than other children, and ensuring their needs are acknowledged and met by working with the allocated Social worker on the Pathway Plan and transitions into Post 16.

- All children identify as SEND in the schools and can be more vulnerable and may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation.

- When using reasonable force this is in line with national guidelines and considers individual pupil needs and risk management /care plans and about SEND.

- Identifying a young carer and ensure they are supported and signposted to organisations that can help them.

- Recognising that a child may be homeless and obtaining the necessary help and support to help them continue in education.

- Identifying a child may be privately fostered and they have a duty to notify Children's Services if it is thought or known they are ben privately fostered or their living arrangements appear ambiguous.

- Being aware of what is extremism in all its forms, including ideologies and race hate. Therefore, understanding their duties under prevent when in the school.

- Recognising that children can abuse other children or their peers. That this may constitute sexual violence and/or harassment and is a child protection concern requiring action and reporting.

- Recognising emotional and mental health needs in children when children are struggling to seek advice and support including signposting to health agencies and organisations who can assist.

- Ensuring that their Child Protection training is up to date and undertaking refresher/updated training at least annually.

- The Senior Leadership Team/DSL in the school are mindful of national / local Serious Case Reviews, and serious incident reviews to help inform their practice and implement any lessons learnt for this school. *(A summary of learning for schools is available in this policy Appendix F).*

We have provided a full list of staff appointed to the specific roles and responsibilities in safeguarding.

These are listed in Appendix A.

3. Types of Abuse/signs of Abuse/Specific Safeguarding Issues (Child Protection)

Child Abuse

We acknowledge that there are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is also defined in the 'Keeping Children Safe in Education Statutory Guidance, 2021'.

Details of this can be found in the Appendix A at the rear of this document.

This school understands that there are indicators of child abuse; however, these should not be considered as a definitive list, but used when considering the possibility of abuse in children.

A full explanation of indicators is in Appendix B.

This school understands that there are specific safeguarding issues, which we will ensure all Staff will be trained to understand, identify, report, and monitor these concerns. Where appropriate these issues will be included in the curriculum:

- Bullying including cyber bullying and cyber crime

- Children at risk of exploitation including child sexual exploitation

- Child sexual abuse within the family

- Compromised parenting, particularly in relation to babies and very young children

- Domestic Abuse and teenage relationship abuse

- Fabricated or induced illness

- Faith abuse

- Forced marriage, Female Genital Mutilation (FGM) and breast ironing

- Gangs, youth violence and trafficking

- Gender based violence/Violence against women and girls (VAWG)

- Hate including race hate, discrimination, including LGBTQI+

- Mental Health

- Missing children from education and home

- Online abuse/Sexting/harassment

- Private Fostering

- Preventing Radicalisation

- Substance and alcohol abuse

Domestic Abuse

Domestic Abuse is rarely a one-off incident, but a pattern of power and control. It is any threatening behaviour, violence or abuse between adults who are, or have been in a relationship, or between family members. It can be psychological, physical, sexual, financial, or emotional abuse.

Children living with Domestic Abuse in their home or who are caught up in incidents of Domestic Abuse, are victims, and this can seriously harm children and young people. Some children are physically harmed as they can get caught up in the incident, some children are witnesses to the abuse, or hear the abuse. The impact on children living in a household where there is Domestic Abuse is likely to influence their development and social skills. We will treat any disclosure of information relating to Domestic Abuse as a Safeguarding concern and we will follow local Safeguarding Procedures.

We acknowledge the Domestic Abuse Act, 2021 and will work with its new powers when working with our staff, all children and their families, where we believe Domestic Abuse is a feature and children are living with Domestic Abuse.

Brackenfield SEND School receives a notification (SDAT) from Derbyshire Police where there has been an incident in a household involving a child at this school. We have agreed processes on how to respond and support the pupil whist in school and are able to escalate any Safeguarding concerns into Children's Services.

Teenagers aged 16/17 in a relationship are protected by Domestic Abuse Safeguarding Procedures and the law. If our school is aware that any information received about such a concern, we will treat this as Safeguarding concern and follow our Safeguarding processes.

The Multi-Agency Risk Assessment Conference (MARAC) is a multi-agency approach in managing cases of Domestic Abuse and where children are residing, the victim will be seen as high risk of serious harm/ homicide. A Multi-Agency response is essential in ensuring that victims and their families are as safe as possible.

This school recognises this process and that as a partner they can make a referral into MARAC, based on information provided to them by a child, parent/carer.

The necessary form to make a referral is available here: DA risk assessment and referral

Emotional/Mental Health and Wellbeing

All Staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

We acknowledge many children will have periods of feeling anxious, afraid and upset, and can develop phobias. However, some children will experience this more frequently.

Undertaking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children, and greater readiness to learn, improved attendance, attention, behaviour, and attainment.

Our qualified Senior Mental Health Lead is also a DSL and will lead on developinng the knowledge and skills to implement an effective whole school or college approach to mental health and wellbeing in our setting.
Details of our approaches can be found in the pastoral handbook.

We will provide information and signposting services to children and parents. If Staff have an emotional or mental health concern about a child we will respond to the concern, inform, and discuss our concerns with parents/carers and seek ways to support the child in and out of school.

Our School will contact the local School Community Advisor for advice:

CAMHS North

CAMHS South

We will use this website to help us signpost Staff and families:
        Derby & Derbyshire Emotional Health & Wellbeing

If a child is presenting with a risk of serious immediate harm and at risk of taking own life, we will seek urgent advice from the urgent CAHMS services and or seek medical intervention.

CAMHS Rise
CAMHS North Urgent Care

CAMHS Specialist Community Advisor (SCA)

TITLE	NAME	Contact Details
School Nurse CHAT Health Number		01246 515100
Educational Psychologist	Becky Spong	Becky.Spong@derbyshire.gov.uk
Early Help Team	Laura Kaminski	07766696230
Behaviour Support	Behaviour Support Team South	suzann.banks@derbyshire.gov.uk
Build Sound Minds		01332 679379
Kooth	www.kooth.com	
Urgent Care Team CAMHS Rise	24/7 mental health helpline and support service	0800 028 0077 0300 7900264
Virtual School Contact	Sandra Sharpe	Sandra.Sharpe@derbyshire.gov.uk
Mental Health SupportTeam	Ilkeston Resource Centre	0300 123 3375
Autism Outreach	DO NOT WORK WITH SEND SCHOOLS	
SEND Support Service	Kay Taylor Jemma Richings	kay.taylor@derbyshire.gov.uk jemma.richings@derbyshire.gov.uk
Domestic Abuse Service	Elm foundation	07483164945
LGBT+ Services	Derbyshire LGBT+ Ryan Whittington	01332 207704 ryanw@derbyshirelgbt.org.uk

Saba Shameem: saba.shameem1@nhs.net SCA Administrator

High Peak & North Dales	Sam Jones Team Lead	samantha.jones27@nhs.net
Chesterfield South & Central	Liz Stephens	e.stephens1@nhs.net
Chesterfield North, Staveley & Brimington	Hannah Crowley-Andrews	Hannah.crowley-andrews@nhs.net
Bolsover and North East District	Sophie Tipple	sophie.tipple@nhs.net
Dronfield, Eckington & Clowne	Sharon Conyers	Sharon.conyers@nhs.net
Derby City	Chloe Martin Team Lead	chloe.martin9@nhs.net
Erewash	Angela Jordan	angela.jordan6@nhs.net
Southern Derbyshire & South Dales	Samantha Hickling	samantha.hickling1@nhs.net
Amber Valley	Clare Lawson	c.lawson5@nhs.net
Derby City Locality 1 & 5	Sonia Simpson-Brown	sonia.simpson-brown@nhs.net

Online Safety, Cyber Security (including remote/blended learning)

Brackenfield SEND School will work with our partners to keep children safe when online.

We will ensure that we have information and processes to raise awareness of online safety and cyber security for all our staff, children, and parents, our aim is to have a whole school approach to online safety.

Brackenfield SEND School run the iVengers Special Agents programme, with a special agents team led by a teacher and supported by Specialist Teaching and Learning Assistants.
See online safety policy for the scheme of work.

This will cover a range of online safety issues including:

- fraud and scams
- copycat websites, phishing e-mails
- identity theft
- cyberbullying/trolling, cyberstalking,
- online grooming, online radicalisation,
- offensive/illegal content including race hate
- child sexual exploitation online
- Youth produced sexual imagery (sexting, nudes, semi-nudes)
- Using social media platforms.

Cyber Security is a growing Safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against Cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles.   We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.

Additional information can be found in the online safety policy and acceptable use of ICT policy. (Teams-policies)

The Sending of Indecent Images from one child to another through Digital Media Devices, including nudes and semi-nudes.

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like which works offline.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and we will refer this to the police as a matter of urgency.

This school will respond to a child sending indecent images as a safeguarding concern. The DSL/Senior Leadership Team will seek advice from the police and will consider a referral into children's services.

We will use national and local guidance to help us:

> Derby City & Derbyshire Thresholds Document
>
> "Sexting in Schools & Colleges: Responding to incidents & safeguarding young people" UK Council for child internet safety,
>
> The DfE guidance 2018 on Searching Screening and Confiscation Advice for Schools
>
> The DfE Guidance, June 2019 on Teaching Online Safety in Schools
>
> Gov Guidance Sharing nudes and semi nudes, Dec 2020

The Criminal Exploitation of Children:

We will train all staff to recognise signs which may indicate criminal exploitation and to identify children in the school who may be at risk and to report this.

Criminal exploitation is child abuse where children under 18 and older where there is a vulnerable adult are manipulated and coerced into committing crimes.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns and using dedicated mobile phone lines or "deal lines".

Cuckooing is a practice where people take over a person's home and use the property to facilitate exploitation. There are different types of cuckooing:

Using the property to deal, store or take drugs
Using the property to sex work
Taking over the property as a place for them to live
Taking over the property to financially abuse the tenant

The most common form of cuckooing is where drug dealers take over a person's home and use it to store or distribute drugs. Children living in these properties are at risk of neglect and other types of abuse.

The Sexual Exploitation of Children:

We will train all staff to recognise signs which may indicate sexual exploitation and to identify children in the school who may be at risk and to report this.

Child Sexual Exploitation (CSE) is a type of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity.

It can occur online, and many young people can be persuaded or forced to have sexual conversations by text or online, send or post sexually explicit images of themselves, take part in sexual activities via a webcam or smartphone.

Children and young people in sexually exploitative situations and relationships are persuaded or forced to perform sexual activities or have sexual activities performed on them in return for gifts, drugs, money, or affection.

All suspected or actual cases of CRE/CSE are a Safeguarding concern in which safeguarding procedures will be followed and this will include a referral to the police and children's services.

We will treat these children as exploited and they will be treated as victims. This school will put in place risk management plans with partners and will help and support the children and their family, access advice from other agencies for example health, or sexual health services.

The pastoral teamwork with local early help provision, police and healthcare through network meetings to ensure they are up to date on locality issues as well as any specific Team Around the Family cases.
Key risk identified in Derbyshire by Derbyshire constabulary, 2021-2025:

- Child abuse and sexual exploitation
- Residential burglary
- Rape and serious sexual offences
- Domestic abuse
- Modern slavery and human trafficking
- County lines
- Killed and seriously injured on the roads
- Fraud and cyber dependent crime

- Organised crime
- Vulnerability

Forced Marriage/ Honour based Violence and Female Genital Mutilation (Child Protection)

This School knows about a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed. This will include a referral to the police made by the school. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School. The Designated Safeguarding Lead will refer into Children's Services. This will also apply to suspicions of a child been subject to treats of or honour-based violence.

If any staff have concerns that a child may be or is subject to breast ironing, this is Child Abuse and Safeguarding procedures will be followed and in all cases.

Prevent and Counter Terrorism

The School will ensure all staff including governors and volunteers adhere to their duties in the Prevent guidance 2015 to prevent radicalisation. The Head teacher and Chair of Governors will:
- Establish or use existing mechanisms for understanding the risk of extremism.
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty.
- Ensure all Staff (governors and volunteers) implement the duty.

The School will ensure all staff, will adhere to their duties under Prevent, as detailed in the Prevent Duty Guidance 2015, (also Prevent Duty Guidance for schools) to have due regard to the need to prevent people from becoming drawn into terrorism. The HT/Principal and Chair of Governors will:
- Establish or use existing mechanisms for assessing the risk of extremism and terrorism.
- Ensure staff understand the risk and build capabilities to deal with issues identified.
- Communicate the importance of the duty.
- Ensure all Staff understand their roles and responsibilities in prevent.
- This School will respond to any concern about Prevent as a Safeguarding concern.
- We will seek to work in partnership with agencies undertaking risk assessments where appropriate and proportionate to risk.
- We will aim to build our children's resilience to radicalisation.
- Any indicators that the concern may be a prevent or of possible extremism. A referral will be made in all cases to the Derbyshire Police Prevent Team: Extremism and Prevent (derbyshire.gov.uk)

The school is committed to providing effective filtering and monitoring systems, this will include monitoring the activities of children when on-line in the school and actions taken relevant to the activity.

The school subscribes to RM Education Safety Net as part of the internet service. This ensures internet browsing is filtered against a number of specific lists of web sites that either are or are not allowed to be visited. School devices access the internet through a transparent proxy server (different servers are used for pupils and staff with different restriction levels) that references a number of RM provided internet filter lists. When access is attempted to a site that is not permitted a screen replaces the site with a warning that browsing to that site is not permitted.

The RM dashboard can be used to review sites that have been accessed or denied. The school can maintain an additional list of sites to block over and above the RM lists and additionally sites to permit, requests are submitted by staff to IT and are then added into the school list.

RM maintain the lists based on their own research and update for all school service subscribers. Reports are available to generate based on browsing activity and result in order to look for any patterns although the school relies on staff monitoring students activity and RM maintaining high quality filtering lists.

The school will record any concerns, and these records will be treated as a child Protection Record, storing them on a Child Protection /Safeguarding file within My Concern.

Additional information can be found in the acceptable use of IT policy and online safety policy.

Peer on Peer abuse, Sexual Violence and Harassment

Children are vulnerable to physical, sexual, and emotional bullying and abuse by their peers. Such abuse will be taken seriously by this school and we will aim to eradicate any behaviours seen as this.

Peer on peer abuse applies when there is an allegation or suspicion that a child has abused or is at risk of abusing another child or adult, including:

- Within their household (for example sibling abuse or violence towards parents/carers); and
- Outside of the child's immediate household.
- Education or community settings
- On-line/off-line or both

Peer on peer abuse can take various forms and includes: serious bullying / cyber-bullying, relationship abuse, domestic abuse, child sexual exploitation, 'sexting' / youth produced sexual imagery, youth and serious youth violence, gang related activity, harmful sexual behaviour, and / or sexual violence / harassment.

We recognise that peer on peer abuse is often gender based. it is more likely that girls will be victims and boys' perpetrators. However, both can experience peer on peer abuse but are likely to experience it differently.

This school understands we need to equip all staff about identifying and handing disclosures, including third party disclosures from other peers.

All suspicions or incidents of will be treated seriously and as a safeguarding concern and responded to. In all cases this will require a discussion with the Designated Safeguarding Lead who will consider a referral into the Police and Children's Services.

This school may also apply sanctions and consider all features in every case to assist in decision making.

We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns.

We also understand that peer on peer incidents can affect the local community, and in the context of wider safeguarding of those children in our local community.

We will use the following national and local guidance's to assist us:

- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE)
- Keeping Children Safe in Education (DfE), part five.
- Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People (GOV.UK)
- The Derby and Derbyshire Safeguarding Children procedures, section, 1.6.1

This school has a peer on peer abuse policy. It can be found on Teams-policies-safeguarding.

We will ensure that we support both the alleged abuser/s and victim/s and will use a range of strategies tools and templates available to us, for example:

- Derbyshire's Harmful sexual behaviour guidance
- Lucy Faithful Traffic Light Tool
- Local intel and mapping tools and meetings e.g. LCP's – local children's partnerships.
- Risk management plans for alleged abusers
- Victim support plans for alleged victims

We will work with partners for example, the police, health, children's services, and youth offending to help keep the child safe and feel protected. WE will seek advice for the child and signpost them to services.

We will listen to and consult with the child, working with the parents for example, looking at segregation and separation in the school and the classroom.

All staff will receive an awareness and understanding of peer on peer abuse, sexual violence and harassment in their training and we will work together to reduce this behaviour and any related incidents.

We aim to use approaches in the curriculum to address and tackle peer on peer abuse and eradicate any cultures pertaining to an unsafe and unhealthy school where children do not feel safe.

For additional information read the Relationship and Sex Education policy (teams- policies-education)

Children and Adolescents with learning Disabilities guidance and checklist see Appenix J:

Live links below:
Children and adolescents with learning disabilities (derbyshire.gov.uk)

Checklist for understanding younger children with learning Disabilities Peer on Peer abuse guidance:
Checklist for understanding younger children and adolescents (derbyshire.gov.uk)

Serious Violence/ Carrying Knives/Offensive Weapons & Gang Culture

We will work with partners for example the Police, local Safer Neighbourhood Teams, and Community Safety to identify any child or groups of children who may present as being involved in serious violence, gang, or knife culture.

Bringing and carrying a knife/offensive weapon onto school premises is a criminal offence and immediate action will be taken by calling the Police. In some circumstances we may have to use our lockdown procedures.

The guidance on Searching, Screening and Confiscation for Head teachers, Schools and Governors, January 2018 will be our guide and the school will consider sanctions.

If a member of staff suspects a pupil being involved in gang culture where it is believed to be exploitative or harmful, this is a safeguarding concern and the safety and wellbeing of the child takes priority.

We will ensure any suspicions of a child linked to a gang is reported by staff to the Designated Safeguarding Lead. The DSL will consider if a referral to the police and children's services are needed.

4. Safeguarding and the Curriculum

Relationship, Sex, Health Education (RSHE)
Relationship, Sex and Health Education is compulsory. As a school we have developed our approaches to meet statutory requirements and teaching. This will include equality, diversity, and difference.

We acknowledge that there may be times during the teaching of RSHE, that children may need an opportunity to talk to a trusted adult in the school. We will aim to provide that opportunity along with the availability for children to access national organisations and resources that may help with teaching RSHE in our school.

Information about targeted RSE delivery and the RSE curriculum is located in the Relationships and Sex Education policy. (Teams- policies)

4.4 Online Safety, Cyber Security (including remote/blended learning)

We will ensure that we have information and processes to raise awareness of online safety and cyber security.

Staff and pupils will be made aware of online safety issues and concerns, through training and the curriculum. This covers a range of online safety issues, including online fraud and scams, copycat websites, phishing e-mails, identity theft, cyberbullying/trolling, cyberstalking, online grooming, online radicalisation, offensive/illegal content, child sexual exploitation and young produced sexual imagery (sexting), social media.

Cyber security is a growing safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles.   We are working with Derbyshire Education Hub, Derbyshire Audit Services and / or Derbyshire Constabulary Cyber Protect Officer to maximise our cyber security procedures. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.

We are working with the Derbyshire Community Safety Team, Derbyshire Constabulary Cybercrime Team and the regional cybercrime team at EMSOU (East Midlands Special Operations Unit) to help identify, and provide support and diversionary services to, cyber gifted and talented pupils, who are identified as being vulnerable, or at risk of exploitation, in terms of committing cybercrime. We will be using the Cyber Choices Toolkit, 2020 and referral pathways for pupils. www.saferderbyshire.gov.uk/cyberchoices

Brackenfield SEND School refer to their Online Safety Policy, Acceptable Use of IT Policy and Teaching, Learning, curriculum Outcomes Policy.

The local authority has provided additional information and guidelines which we have taken into account.   This is found in appendices C. Remote/Offsite Working- advice for schools issued June 2020 (LA Education Hub).

4.6 Child Sexual Exploitation & CRE- children at risk of exploitation (Child Protection)

We recognise this is relevant to both boys and girls.

Risk factors may include;

- Going missing, staying out unusually late
- Engagement in offending
- Disengagement from education
- Using drugs or alcohol
- Unexplained gifts/money
- Overly secretive
- Repeat concerns about sexual health
- Decline in emotional wellbeing
- Association in gangs
- Unexplained injuries
- Carrying weapons, access to or carrying unusual number of mobile phones

All suspected or actual cases of CSE/CRE are a Safeguarding concern in which Child Protection procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School

4.7 Female Genital Mutilation (Child Protection)

Brackenfield SEND School recognises and understands that there is a now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which Safeguarding procedures will be followed; this will include a referral to the police. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless there is a good reason not to do so.

Signs may include;

- Days absent from school
- Not participating in Physical Education
- In pain/has restricted movement/frequent and long visits to the toilet/broken limbs
- Confides that she is having a special procedure, cut or celebration
- Unauthorised and or extended leave, vague explanations or plans for removal of a female in a high risk category* especially over the summer period
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM

*parents from a country who are known to practice FGM

5. Safeguarding Processes and Procedures

The School will deliver its responsibilities for identifying and acting on emerging needs, Early Help, Safeguarding and Child Protection, and in line with national and local policies and procedures. This school will refer to and use the Safeguarding Policies and Procedures as set out by the <u>Derby and Derbyshire Safeguarding Children Partnership</u>.

The <u>Derby and Derbyshire Safeguarding Children Partnership Threshold Document</u> is available to this school and all partners. This assists this school with identifying a level of need for a child and their family with meeting a child's needs in Derby and Derbyshire, border local authorities also have their own, details of which can be found in the local Children's Safeguarding Procedures. This document will be used to help identify the level of concern and any next course of action.

Children with Emerging Needs and those children who may require Early Help

All Staff working within the School should be alert to the potential need for Early Help for children, following the procedures identified for initiating Early Help using the local and current Safeguarding Partnership Threshold Document, and also consideration for a child who:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is a privately fostered child.
- Has returned home to their family from care.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence; and/or
- Is showing early signs of abuse and/or neglect.
- Is showing signs of emotional/mental ill health.
- Is showing signs of displaying behaviour or views that are extreme.
- Is misusing drugs or alcohol themselves:
- Not attending school or are at risk of exclusion from school.
- Frequently going missing/goes missing from care or from home.
- Is at risk of modern slavery, trafficking, exploitation, radicalised.
- Not in education, training, or employment after the age of 16 (NEET).

We acknowledge that these children are more vulnerable. This School will identify who these children are in the school children. We will monitor their health, safety and wellbeing and ensure all Staff know how to identify these children and to seek advice, help and support where needed.

The provision of Early Help Services should form part of a continuum of help and support to respond to the different levels of need of individual children and their families.

When providing early help provision in the school, this school can demonstrate they have a framework and structures to support the work including information sharing, procedures around step up into children's service, robust recording and support to staff in early help activity.

For information read the pastoral policy, which includes the mental health offer. (Teams-policies-pastoral policy.)

Early help information: Brackenfield School

Needs of Children with a Social Worker

We recognise that children may need a Social Worker due to Safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

The Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

Where children need a social worker, we understand that this should inform decisions about safeguarding, with regard to attendance, missing, exclusions and we should work to actively promote their welfare, providing pastoral support and access to services and the Victual School.

Making a referral into children's services

Where welfare and safeguarding concerns are identified e.g. as a child having an injury or has made a disclosure of abuse, this is a Child Protection concern and we will follow locally agreed Safeguarding procedures.

If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately **prior to the child returning home and as soon as the school become aware of this.**

A **telephone referral** must be made as soon as possible to Starting Point Derbyshire's first point of contact for a referral into children's services:

Derbyshire and Derby City referral contacts can be found here: https://www.ddscp.org.uk/worried-about-child/

Leicestershire and Rutland referral contacts can be found here: https://lrsb.org.uk/childreport

Nottinghamshire referral contacts can be found here: https://nscp.nottinghamshire.gov.uk/report-a-concern/

Nottingham City referral contacts can be found here: https://www.nottinghamcity.gov.uk/information-for-residents/children-and-families/nottingham-city-safeguarding-children-board/worried-about-a-child/

Where the DSL/Pastoral Team identifies a child in the school who requires child in need services under Section 17 of the children Act, an online form is completed.

If the child has been the subject of an Early Help Assessment then a chronology, a copy of the assessment, together with a copy of any multi-agency plans, is submitted along with the referral.

When a member of Staff has concerns for a child, and if the school are aware that the case is open to an Allocated Worker in locality, they will discuss their concerns with the Allocated Worker, or use the escalation process if contact is not successful.

This school will ensure the referrer has spoken to the family about their concerns and proposed actions unless to do so would place the child at significant risk (imminent danger because of a disclosure made).

Appendix D provides more information on making a referral.

Creating a Safe and Secure Environment:

- That the building; including its surroundings, access and exits are safe and is one where children can feel safe.

- That the building is always secure, and in any significant event we will use lockdown procedures.

- We will check and ask questions to obtain reassurances around DBS checks and safeguarding policies in place, when hiring out/using the school for sports, clubs, and activities. We will keep a record of this.

- Where 'Extended School' activities are provided by and managed by the school, our own Safeguarding policy and procedures will apply.

- If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment checks and procedures, insurance, and staff suitability.

- We will have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record

- When our children attend offsite activities, we will check that effective Child Protection arrangements are in place. We will use Risk Assessment and Risk Management models to assist us to do this.

- We recognise the host families, homestays/exchange visits abroad and the need to provide safe provision and exchanges. We have a system in place, ensuring the suitability of adults in families when arranging hosting and exchanges.

- We recognise that where our school places a child in an activity or in another provision, we will remain responsible for the Safeguarding and wellbeing of that child.

- We will carry out checks or use an agency for this purpose and review those arrangements to reassure ourselves of those Safeguarding arrangements.

- We will obtain written confirmation from all alternative providers that checks have been carried out on individuals working in that provision.

- We will be mindful of who we are hiring our premises to and refuse the hiring of premises for any activity deemed not in the interests of the children/young people the school/college, the local community and or viewed to be inflammatory e.g.- banned political groups

Safer Working Practices

This school will follow the requirements as described in the Statutory Guidance <u>Keeping Children safe in Education, Sept, 2021,</u> Part three and Part four.

We must prevent people who pose a risk of harm from working with children and will do this by complying with statutory responsibilities in:

- Recruitment and staffing.
- Records and record keeping of personnel who are working and have worked in the school.
- Having a staff code of conduct, for when working in school and when out in the community and including when online. (Teams-policies-staff)
- Managing allegations against staff, and volunteers.
- Using national and local procedures aimed to identify and prevent unsuitable adults from working with children, for example, referring to LADO- The Local Authority Lead Officer for managing allegations, the DBS service, national teacher standards, and Teaching Disciplinary Regulations, 2012 where relevant.
- We will co-operate and provide information in any enquiries from the LADO, police and/or children's social services.
- Using consultation with a schools/setting's human resources department or service.
- Seeking employment legal advice and services where necessary.

We will operate a Single Central Record which will cover all Staff, including Governors, Volunteers, frequent Visitors, Students, Agency, and Supply, and in some cases, Contractors providing a service to the school. For Independent Schools, including Academies and Free Schools, this will also cover all members of the Proprietor body.

We will ensure that the Single Central Record and supporting personal files are regularly updated and reviewed to meet requirements.

All Staff will be made aware of current government guidance on safer recruitment and receive training and support around conduct and practice when in environments with children.

Recruitment, Staffing:

- All interview panels will have at least one member who has undergone Safer Recruitment Training and is up to date and has the necessary skills and knowledge.
- In an interview there will be a minimum of two questions regarding Safeguarding.
- We will investigate any gaps provided in references and will require an explanation for the gaps.
- We will raise an alert with a Senior member of the Leadership Team if there are gaps in references and / or any missing references.
- Provide risk assessments and on the personnel record of any employee who in post does not have a reference or cannot provide one due to length in post.

In the pre recruitment process. We will in all cases check and verify:

- the identity of candidates.
- professional qualifications.
- the right to stay and work in the UK.
- is not subject to a prohibition order issued by the Secretary of State
- References and ask for and follow up at least two references.
- applications for gaps in employment.
- If disqualification by association applies

The Disclosure and Barring Service (DBS) is available to this school to help employers make Safer Recruitment decisions

The DBS are responsible for:
- Processing requests for criminal records checks
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list
- Placing or removing people from the DBS Children's Barred list and Adults' Barred list for England, Wales, and Northern Ireland
- Providing an online DBS service

A DBS check will be requested as part of all pre-recruitment checks.

We will also ensure that we have procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed, removed due to Safeguarding concerns, or would have been had they not resigned. This is a legal duty, and includes Teaching Disciplinary Regulations, 2012.

Overseas checks
Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges This includes obtaining:
- an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK.

- Any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.
- Where overseas checks are not available, we will aim to seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

Following the UK's exit from the EU, this school schools will apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

Supply/Agency Staff
We will induct all work experience and student teachers and supply them with the Schools Safeguarding and Child Protection Policy and any other policies deemed relevant for them to carry out their duties, safely and consistently.

The Allegations against Professionals, volunteers and carers also applies to supply/agency teachers. Whilst this school is not the employer of supply/agency teachers, we will take responsibility and will ensure allegations are dealt with correctly.

Where a concern is raised a member of the Senior Leadership Team/DSL will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. They will also keep track of any enquiry and investigation and keep records.

Students/Work Placements
We will induct all work experience and student teachers and supply them with a copy of Safeguarding and Child Protection policy and any other policies deemed relevant for them to carry out their duties, safely and consistently.

We will use a risk assessment model with the student to determine suitability, and expectations around the placement when commencing.

If the student/teacher is over 18 years of age, we will seek a DBS check. If there are any concerns about this student, we will apply the Allegations against Professionals, volunteers, and carers criteria as an adult.

If the student on placement is under 18 years of age, in some circumstances we will seek a DBS check, to help in determining this, we will seek advice. If there are any concerns about this student, we will follow Local Children's Safeguarding Procedures.

Contractors
This school will ensure that any contractor requesting access has company ID which is checked and visible.

Contractors will not be left unsupervised unless verified to engage in related activity.

Any contractor, or any employee of the contractor, on site, will been subject to the appropriate level of DBS check.

Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information).

Where the contractor does not have opportunity for regular contact with children, this school will decide on whether a basic DBS disclosure would be appropriate.

Records will be kept of checks carried out and any additional reassurances the schools/setting has sought.

Regulated Activity

The Senior Leadership Team/DSL will need to be aware and have a clear understanding of what regulated activity is and implications for volunteers in this school. Supervision of an activity with children which is a regulated activity when unsupervised.

This may mean undertaking risk assessments on any activity.

More information on regulated activity can be found here:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739154/Regulated_Activity_with_Children_in_England.pdf

Dealing with allegations against staff, volunteers, and carers

This School will adhere to the procedures set out under 'Allegations Made Against Professionals' (Allegations of Abuse by Teachers and other Staff), this document can be found on the Derby and Derbyshire Safeguarding Children Partnership website.

If a member of Staff has concerns about another member of Staff, Volunteer, Carer, Student, Supply and Agency Staff, then this will be referred to the Head Teacher. Where there are concerns about the Head Teacher this will be referred to the Chair of Governors.

We will ensure that the allegations threshold is considered, where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.
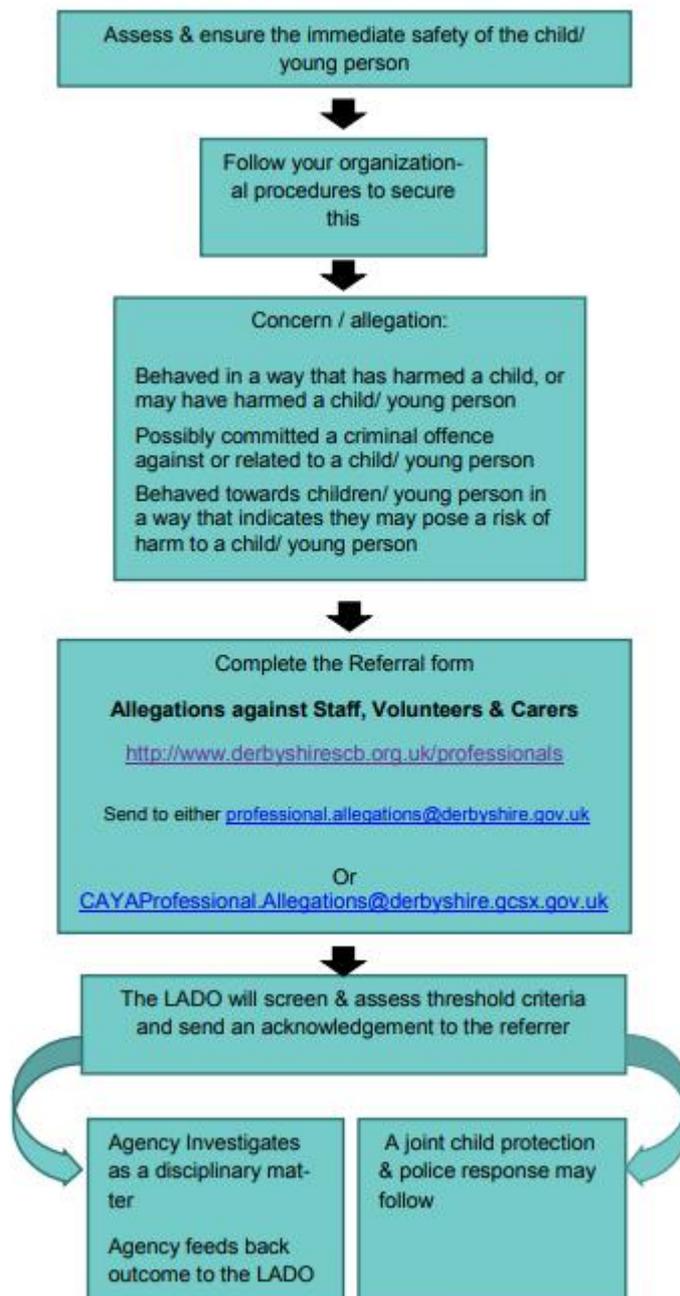
This may also mean a referral to the Police. A referral to the Police will also apply to:

- Regardless of whether the school is where the alleged abuse took place.
- Allegations against a Teacher who is no longer teaching
- Historical allegations of abuse taking place in the school.

In our considerations where it is felt it meets the criteria, we will make a referral in every case to the Local Authority Designated Lead (LADO), using the Derby and Derbyshire LADO Referral Form and that this is done by an appropriate member of the Senior Management Team.
The LADO referral form can be found on Teams-SLT-LADO.

LADO Procedure Flowchart

Assess & ensure the immediate safety of the child/ young person

Follow your organizational procedures to secure this

Concern / allegation:

Behaved in a way that has harmed a child, or may have harmed a child/ young person

Possibly committed a criminal offence against or related to a child/ young person

Behaved towards children/ young person in a way that indicates they may pose a risk of harm to a child/ young person

Complete the Referral form

Allegations against Staff, Volunteers & Carers

http://www.derbyshirescb.org.uk/professionals

Send to either professional.allegations@derbyshire.gov.uk

Or
CAYAProfessional.Allegations@derbyshire.gcsx.gov.uk

The LADO will screen & assess threshold criteria and send an acknowledgement to the referrer

Agency Investigates as a disciplinary matter

Agency feeds back outcome to the LADO

A joint child protection & police response may follow

This school will ensure we have followed all the necessary duties and processes under this process and under Whistle Blowing if this applies. We will use from the Derby and Derbyshire Safeguarding Children's Procedures section 2, and, in all cases, will consult with our Human Resources Department.

If a report of an allegation/s is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider if the child who has made the allegation is in need of help or may have been abused by someone else and a referral to Children's Social Care services may be appropriate.

If a report is shown to be deliberately invented or malicious, the school will consider sanctions.

Where the allegations are substantiated, the School will fully ensure any specific actions are undertaken on the management of this outcome and during the exit arrangements, and as outlined in part four.

Keeping Children Safe in Education statutory Guidance for schools/colleges

A low-level concern:

Allegation/concerns that do not meet the harms threshold are referred to as 'low level concerns".

This school will have a policy and process on how to deal with a low-level concern. It is in line with any Local Children's Safeguarding Procedures and Policy and LADO.

The policy and processes will apply to contractors, supply and agency staff and we will inform their employer to assist them in determining any historical context, the current concerns and decision making.

A low-level concern will be recorded and retained on the individual's personnel file. Records on individuals will also be reviewed in order that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

We will make this aware to All Staff and in line with our Staff Code of Conduct and Guidance's around Safer Working practices and promoting safe cultures in schools.

Governors, Proprietors and School Governance

The Governing Body and Senior School Leadership Team will:

- Take leadership responsibility for the school's Safeguarding and Child Protection arrangements.

- Ensure we are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe In Derbyshire, for example CRE/CSE/Online safety/Peer on Peer abuse.

- Ensure that we have enhanced DBS and other checks that may be required (Section 128)

- Have a nominated link Governor for Child Protection and Safeguarding who can also provide a link to the Local Authority and Partner Agencies.

- Ensure we undertake annual Safeguarding Training as part of whole school training.

- That we and including all DSL's undertakes WRAP/Prevent training and keeps up to date thereafter.

- Ensure that we have a Senior Designated Safeguarding Lead, and a Deputy Designated Safeguarding lead appointed from the Senior Management Team. The number of DSL's needs to be sufficient in number depending upon the size and demands of the school.

- That the DSL's are fully equipped to undertake the Safeguarding role, including the Deputy in absence of the senior DSL and all DSL's have access to the appropriate training and with certified training every two years.

- Ensure there is Designated Safeguarding Lead is on the premises and available at all times during the school day and there is a contact for any school holiday activities on site; where this is not available or in exceptional circumstances, there is cover in place. The Leadership Team will ensure there is always cover and there is a clear pathway for raising and reporting concerns in a timely way. This will include a DSL being a point of contact for trips, outings, and residential visits.

- Work towards having a nominated link Governor for CIC (Children in Care/ Looked after Children) and SEN/D alongside other nominated leads in the School/College on these issues.

- Have an appointed teacher who is responsible for Looked after Children, and the additional roles as defined by the new DfE guidance.

- Have appointed lead in Mental Health and Wellbeing in the school

- Have procedures are in place in handling allegations against Staff, or Volunteers and any concerns staff and volunteers have (including concerns about the setting) are referred to the Local Authority Designated Lead (LADO) where the threshold is met.

- Using quality assurance and audit to ensure there are robust Safer Recruitment procedures and a framework of checks in place, including tracking and monitoring of all staff (the Single Central Record)

- Ensure all staff and anyone who has contact with a child including Governors, volunteers and frequent visitors undertake an induction which includes knowledge regarding types of Child Abuse, specific Safeguarding issues and familiarisation with Child Protection responsibilities and Local Safeguarding Procedures.   The induction will also include procedures to be followed if anyone has any concerns about a Child's Safety or welfare, and knowledge about the (schools/college) policies and procedures.

- That all staff / anyone who has contact with a child including Governors and volunteers receive the appropriate training, which is regularly updated, and includes an annual whole school training event in Safeguarding.

- Ensure all Staff who have any contact with children are aware of the GDPR 2018 regulations. That they share information about a child where there are safeguarding concerns and they do not use GDPR as a reason for not sharing that information.

- That in the curriculum children are taught about Safeguarding, including Online Safety, through a blend of teaching and learning opportunities.

- Monitor that Sex, Relationship and Healthy Relationship teaching is embedded in the in the curriculum and staff are trained and equipped to deliver.

- That all Child Protection records are kept centrally, kept up to date, are secure and reviewed annually.

- That an overview of records and data used in the school are discussed with the governing body to help identify patterns, trends, specific Safeguarding issues and that this is a regular activity of the leadership team/senior DSL.

Notifications

The Governing Body/Senior Leadership Team will also ensure that:

- We notify the Local Authority of a Child Missing from Education and within the timescales set out by the Local Authority

- We notify the allocated Social Worker, if there is an unexplained absence of a child who is the subject of a Child Protection Plan.

- We notify Children's Services if it is thought or known that a child may be Privately Fostered and will see advice from Children's Services on hosting families as they may come under this regulation.

- We notify the Local Authority and Children's Services if we have welfare concerns of a child is likely to be or is EHE.

- That we use the Police Prevent referral pathway to report concerns about extremism or views considered to be extreme.

- That we use the national systems in place to report any unsuitable adult to:
    - The DBS service,
    - National Barring and Disclosure Service
    - The Teacher Regulation Agency.

Record keeping

All concerns about a child will be recorded and records kept. This record will be a separate Child Protection/Welfare Record held on a separate file for each child. We will keep separate logs for each child if there is a bullying incident.

All concerns will be recorded clearly and with all decisions, actions taken, outcomes and a confirmation of feedback to the referrer.

We will endeavour to keep centralised records, hold them as private and confidential records but allow access to key staff that is designated in a role to Safeguard children at the school.

We will follow the recommended GDPR guidelines and the Data Protection Act.

We will follow the Local Authorities' current guidance on the Child Protection Record Keeping Guidance for Schools and await any instruction with regard to the National Inquiry into Child Sexual Abuse (historical Child Protection records on children and records on staff where there are allegations).

We will not destroy any child protection/welfare records including records which hold information on allegations against staff and any other person working in the school or connected to this school.

The school uses My Concern to record all safeguarding, child protection and early help information.

The levels of need on My Concern are assigned using the following definitions:
- 1-universal
- 2-EH assessment/ EH2/ TAF
- 3-CHIN
- 4-CP

Important Contacts

A list of important contacts is explained in Appendix E.

Management of this Policy

The Governing Body/Proprietor/Trustee will:

- Ensure all Governors are aware of the Safeguarding arrangements in the school.
- Ensure all Governors are effective in the management of Safeguarding.
- Ensure all Staff including all other Governors and volunteers read and have access to this and all safeguarding policies.
- Display this policy on the school's/college's website
- That is overseen to ensure its implementation
- Review its content on an annual basis and in line with any updates to the Keeping Children Safe in Education statutory guidance.

The Head Teacher/Senior DSL will report annually on Safeguarding activity and progress within the School/Educational setting to the Governing Body.

An appointed Designated Safeguarding Lead will assist to complete the S175 Safeguarding Audit and with an Action Plan which used to report on Safeguarding activity and progress.

The Head Teacher/Senior DSL will report any significant safeguarding issues to the Chair of the Governing Body.

Signed by:

Proprietor/ Chair of Governors   Head Teacher/Principal

Date: Date:

Safeguarding link Governor

Date:

Appendix A Roles and Responsibilities in Safeguarding

The Senior Designated Safeguarding Lead is: **Mick Gayle**

The Deputy Designated Safeguarding Lead is: Sophie Evitts

The Designated safeguarding leads(s) are: **Trish Turner/ Jess Lacey/ Chloe Lawrence**

The Appointed Teacher for Looked after children/virtual School: **Sophie Evitts**

The Appointed Teacher for SEND: **Sophie Evitts/ Jess Lacey**

The Designated Lead(s) is/are for Anti- Bullying: **Sophie Evitts**

The Designated Link Governor for Safeguarding is: **Kimberley Hamblett**

The Designated Link Governor for Anti- Bullying is: **Leigh Thomas**

The Designated link Governor for Looked after Children (Child in Care) is:
Leigh Thomas

Other Pastoral Members who take responsibility for safeguarding are: n/a

Appendix B. Types of Child Abuse

- **Physical Abuse -** may involve hitting, shaking, throwing, poisoning, burning/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, illness in a child.

- **Emotional Abuse -** is 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 children 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 the 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 cyber bullying), 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, though it may occur alone.

- **Sexual Abuse** and child sexual abuse within the family (CSIF) 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 or 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 abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

- **Neglect** is 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. It may include a failure to:
- Provide adequate food, clothing, and shelter.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers); or
- Ensure access to appropriate medical care or treatment.
- Respond to a child's basic emotional needs

- **Bullying** and forms of bullying on and off line including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse.
  For more information read the anti-bullying policy. (Teams-policies-safeguarding)

Appendix C. Indicators of Child Abuse

Physical Abuse

Most children will collect cuts and bruises and injuries, and these should always be interpreted in the context of the child's medical / social history, developmental 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 of abuse 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.

Changes in behaviour that can also indicate physical abuse:

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

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 children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress.

Sexual Abuse

It is recognised that there is underreporting of sexual abuse within the family. School / College all staff and volunteers should play a crucial role in identifying / reporting any concerns that they may have through, for example, the observation and play of younger children and understanding the indicators of behaviour in older children which may be underlining of such abuse.

All Staff and volunteers should be aware that adults, who may be men, women, or other children, who use children to meet their own sexual, needs abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy.

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts

- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults.

Neglect

It can be difficult to recognise Neglect, however its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Being constantly dirty or 'smelly'.
- Constant hunger, sometimes stealing food from other children.
- Losing weight or being constantly underweight.
- Inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- Mentioning being left alone or unsupervised.
- Not having many friends.
- Complaining of being tired all the time.
- Not requesting medical assistance and/or failing to attend appointments.

Appendix D Making a referral:

Essential information to include when making a referral:

- Full names and dates of birth for the child and other members of the family.
- Address and daytime phone numbers for the parents, including mobile.
- The child's address and phone number.
- Whereabouts of the child (and siblings).
- Child and family's ethnic origin.
- Child and family's main language.
- Actions taken and people contacted.
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support.
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information.
- The details of the person making the referral.

Other information that may be essential.
- Addresses of wider family members.
- Previous addresses of the family.
- Schools and nurseries attended by the child and others in the household.
- Name, address & phone number of GP/Midwife/Health Visitor/School Nurse.
- Hospital ward/consultant/Named nurse and dates of admission/discharge.
- Details of other children who may be in contact with the alleged abuser.
- Details of other practitioners involved with the family.
- Child's legal status and anyone not already mentioned who has parental responsibility.
- History of previous concerns and any previous or current early help assessments completed.
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.
- Any other information that may put a worker at risk e.g.- dogs, weapons.

Where there is a difference of professional opinion around the referral and / or any steps taken by Starting Point, we will escalate our concerns including into Starting Point, asking to speak to a Starting Point manager.

The referral flowchart is here in this policy.

Making a Referral

Before a referral is made into front door services e.g.- Starting Point Derbyshire, First Contact Derby, if the information is not about immediate concerns for the health, safety and or wellbeing of a child, consideration must be given to:

- Undertaking an early help assessment
- Using and evidencing the current threshold document* available to all practitioners and which is found on the partnership website : https://derbyshirescbs.proceduresonline.com/docs_library.html

*Practice Examples

Level 1 - Universal Open Access to Provision
Unborn babies, children and young people who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities, housing, or voluntary services.

Level 2 - Emerging Needs
Unborn babies, children, and young people whose needs require some extra co-ordinated support from more than one agency. These services should work together to agree what extra help may be needed to support a child or young person at an early stage. There is no need for intensive or specialist services.

Level 3 - Intensive
Vulnerable unborn babies, children, and young people and those who have a disability. Children and young people whose needs are more complex. This refers to the range, depth, or significance of the needs. A number of these indicators would need to be present to indicate need at a level 3 criteria.

More than one service is likely to become involved. It is expected that the updated early help assessment will provide clear analysis and rationale for both the family and other services that Level 3 Intensive threshold has now been met.

If it was considered that the team around the family (TAF) plan had not met the child or family's emerging needs and that threshold for Level 3 intervention was met, consideration would be given to the role of intensive services being offered through children's services early help team or the completion of a single assessment by a qualified social worker.

Level 4 - Specialist
Unborn babies, babies, children, young people, and families whose needs are complex and enduring and cross many domains. More than one service is normally involved, with all professionals involved on a statutory basis with qualified social workers as the professional leads. It is usually Local Authority Children's Social Care who act as the lead agency.

Confidentiality

The safety and welfare of the child overrides all other considerations, including the following:

- Confidentiality.

- The gathering of evidence.

- Commitment or loyalty to relatives, friends, or colleagues.

The overriding consideration must be the protection of the child - for this reason, absolute confidentiality cannot and should not be promised to anyone.

Listening to the Child

If the child makes an allegation or discloses information which raises concern about Significant Harm, the initial response should be limited to listening carefully to what the child says to:

- Clarify the concerns.

- Offer reassurance about how s/he will be kept safe.

- Explain that the information will be passed to Children's Social Care and/or the Police.

If a child is freely recalling events, the response should be to listen, rather than stop the child; however, it is important that the child should not be asked to repeat the information to a colleague or asked to write the information down.

If the child has an injury but no explanation is volunteered, it is acceptable to enquire how the injury was sustained. A body map diagram may be used but it is not acceptable to take photographs.

However, the child must not be pressed for information, led, or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice police investigations, especially in cases of Sexual Abuse.

A record of all conversations, (including the timings, the setting, those present, as well as what was said by all parties) and actions must be kept.

No enquiries or investigations may be initiated without the authority of the Children's Social Care or the Police.

If the child can understand the significance and consequences of making a referral, he/she should be asked her/his views by the referring practitioner.

Whilst the child's views should be considered, it remains the responsibility of the practitioner to take whatever action is required to ensure the safety of that child and any other children.

Parental Consultation

Practitioners should, in general, discuss concerns with the family and, where possible inform them that they are making a referral unless this may, either by delay or the behavioural response it prompts or for any other reason, place the child at increased risk of Significant Harm.

Situations where it **would not** be appropriate to inform family members prior to referral include where:

- Discussion would put a child at risk of Significant Harm.

- There is evidence to suggest that involving the parents / caregivers would impede the police investigation and / or Children and Families Services enquiry.

- Where there are concerns that a child may have been conceived as a result of an incestuous relationship or intra-familial sexual abuse.

- Complex (multiple or organized) abuse is suspected.

- Fabricated or induced illness is suspected.

- To contact parents / caregivers would place you or others at risk.

- Discussion would place one parent at risk of harm, for example. in cases of domestic abuse.

- It is not possible to contact parents / caregivers without causing undue delay in making the referral.

- Where there are concerns about a possible forced marriage or honor-based violence.

- An allegation is made that a child under 13 has been involved in penetrative sex or other intimate sexual activity.

Appendix E. Important Contact Details

Derbyshire Call Derbyshire (Starting Point):   Tel: 01629 533190

24/7, 365 days per week Derbyshire contact and referral service for concerns that a child/adult over 18 is suffering or at risk of significant harm.

All other requests for support for children and their families use an on-line referral form
www.derbyshire.gov.uk/startingpoint

Starting Point Professionals Advice line Children   Tel: 01629 535353

Derby City First Contact Team   Tel: 01332 641172

LADO Derby & Derbyshire   (Local Authority Designated Officer- allegations against staff, volunteers, carers)

Professional.Allegations@derbyshire.gov.uk

When to contact the Police:

https://schoolsnet.derbyshire.gov.uk/keeping-children-safe-in-education/safeguarding-policies-guidance-and-protocols/when-to-contact-the-police.aspx

 Police Non-Emergencies: 101

DfE- one single access web link to access all Local Authority's reporting webpage or phone numbers of national helplines for any concerns/worries about a child, young person, and vulnerable adults
                                                      Report Child Abuse

Cyber Crime
www.saferderbyshire.gov.uk/cyberchoices

Prevent:
Making a Prevent referral Derby & Derbyshire

www.saferderbyshire.gov.uk/preventreferral

Contact the lead officer for Prevent at Derbyshire County Council
                                                      DCC Prevent Lead 01629 538473
Leicestershire and Rutland referral contacts can be found here: https://lrsb.org.uk/childreport

Nottinghamshire referral contacts can be found here: https://nscp.nottinghamshire.gov.uk/report-a-concern/

Nottingham City referral contacts can be found here: https://www.nottinghamcity.gov.uk/information-for-residents/children-and-families/nottingham-city-safeguarding-children-board/worried-about-a-child/

Appendix F. Learning from Serous Case Reviews (SCR) and Serious Incident Learning Reviews

Serious Case Reviews, Serious Incident Learning and Thematic Case Reviews and leaning relevant for schools/settings for 2019/20 can be found here:

Serious Case Reviews (ddscp.org.uk)

Themes:
- Baby Deaths and injuries in pre- mobile infants
- Teenage Suicides
- Neglect

Annex G EYFS children in Nursery or Reception Classes

Please note that the requirements on the following pages **only** relate to the Welfare and Safeguarding requirements of the EYFS (0-5 years). The learning and development requirements must also be met in full.

Where to find the EYFS and safeguarding framework to include in your policy where relevant:

https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

This becomes Law on the 1 Sept 2021.

https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2021

This Guidance is from 1 Sept 2021.

Annex H Checklist for Understanding Younger Children with Learning Disabilities

	HEALTHY	PROBLEMATIC	HARMFUL
1. Type of Sexual Behaviour	Disinhibition, they enjoy being naked orsemi naked Games like mummies& daddies / doctors &nurses Mutual exploratory touching of other children Touching their genitalsas a way of soothing themselves and regulating their emotions Enjoying saying 'rude'words e.g. bum & willie, particularly to get reactions from adults	Children with learning disabilities may have healthy sexual feelings but feel confused due to functioning at a younger level Children with learning disabilities may show sexual behaviours moreappropriate for a younger child Children with learning disabilitiesmay not understand the concept of private and public behaviour Use of adult sexual language without understanding meaning Touching their genitals frequentlyparticularly if this is the only way they have to comfort themselves and regulate strong emotions Trying to touch or expose other children's genitals Preoccupation with masturbationor group masturbation Mutual masturbation or groupmasturbation	Engaging in or simulating adult sexual activity e.g. intercourse, oral sex etc. Exposure of their genitals Touching / rubbing their genitals persistently causing pain or injury Forcibly touching other children's genitals or forcing them into sexual play Trying to touch adults' genitals Sexual activity with animals Exposing themselves on socialmedia Coercion of others to take and send naked pictures Making sexual threats, written or verbal Fixation on pornography
2. Context of Behaviour	Characterised by curiosity mutuality and is exploratory innature Open , not hidden Emotions around the behaviour are fun andlight hearted The behaviour is spontaneous No intent to causeharm	The children involved seem uncomfortable with the behaviour The child may be unaware that thebehaviour is not appropriate Child needs constant reinforcement about boundaries and appropriate sexual behavioursdue to their learning disability	Behaviour is planned, secretive, there are elements if threat, force or coercion Self-directed behaviours to resolve high levels of intense emotions for the child e.g. Anger, sexual, arousal, insecurity Victim selection based on vulnerability, due to age or ability

	HEALTHY	PROBLEMATIC	HARMFUL
3. Child's emotional response when challenged about their behaviour	Embarrassed, Dependent on their ability level, they maybe able to understand appropriate sexual behaviours	Child ashamed Child may struggle to understand what they have done wrong due to their ability level Child able to demonstrate remorse and empathy and make amends when directed	Child angry, fearful, aggressive, distressed Or passive, lacking in understanding why anyone would be worried Does not have the ability to take responsibility for their behaviour Child blames / threatens others and does not show empathy
4. Response of other children /adults targeted	Children engaging freely, happy Between children, behaviour is mutual	Uncomfortable, unhappy with behaviour but not fearful or anxious If behaviour directed at adults, they feel uncomfortable	Unhappy, fearful, anxious, distressed, socially impacted Could be physically hurt Avoiding the child Adults can feel disempowered / intimidated
5. Power Dynamics	Similar age and ability would normally play / socialise together There are no factors to suggest a power imbalance	Children would not normally play /socialise together Some factors / dynamics which suggest one child is more in control than others If the sexual bullying has been over social media, there may be no relationship	There are clear power differences e.g. due to age, size, status, ability, strength, personality etc. Bullying, coercion and blackmail over social media is targeted at those perceived to be more vulnerable
6. Frequency of the behaviour	Not frequent	Behaviour is intermittent The child also has interest in other things	Frequent incidents and child seems focused on behaviour, from which they seem to seek comfort / reassurance, / or control It is disproportionate to other aspects of their life

	HEALTHY	PROBLEMATIC	HARMFUL
7. Persistence of the behaviour	Behaviour is age appropriate, ad hoc, and not the main focus for the child. The child is interested in other things	Behaviour is recurring and there are some difficulties in distracting and redirecting behaviour Child is responsive to intervention but sometimes needs to be reminded	Child cannot be distracted from the behaviour easily and returns to the behaviour Focus on the behaviour is disproportionate to other aspects of their life It appears to be compulsive and the main way they seek comfort / attention and control
8. Background information / Family response	Nothing known of concern Parents / carers are supportive of the child	There are concerns about child displaying other difficult behaviours Little known about the family or there are some concerns about the family The family struggle to talk about sexual behaviours Family struggles to accept their child has engaged in sexual behaviours, seek alternative explanations	Patterns of discontinuity of care / poor attachments High levels of trauma e.g. physical, emotional, sexual, neglect, domestic violence Other behavioural problems or conduct disorder / PTSD / Firesetting Cruelty to animals Poor peer relations Family denial / minimisation of the behaviour Blaming of the victim, threatening the victim and family Rejecting or harsh punishment of the child

CARSON AIM Model 2016 Checklist for Understanding Adolescents with
Learning Disabilities

	HEALTHY	PROBLEMATIC	HARMFUL
1. Type of sexual activity (based on work by O'Callaghan &GMap 2002)	Explicit sexual discussions, use of sexual swear words, sexual jokes Flirtatious behaviour, kisses /cuddles Interest in pornography / social media Mutually consenting masturbation / sexual intercourse / oral sex etc.	Their healthy sexual feelings are confusing for them They may show sexual behaviours more appropriate for a younger child They may not understand the concept of private and public behaviours Use of adult sexual language without understanding meaning Touching their genitals frequently particularly if this is the only way they comfort themselves and regulate strong emotions Trying to touch other adolescent's bodies or genitals over clothing Concerning behaviours are displayed in two or more settings Sexual bullying through social media Preoccupation with masturbation, particularly if having difficulties with erections or ejaculation Mutual masturbation or group masturbation	Sexual preoccupation which interferes with daily function Evidence of high level of sexual compulsivity e.g. Masturbation, hoarding of sexually explicit images; frequent use of pornography and distorted concepts of what is real Sexual assault and rape Adolescents has two or more identified targets Adolescent has offended against strangers (adult or child) in a public setting Use of threats of violence in sexual relationships Adolescent has made significant effort to gain access to a targeted child Self-reported sexual interest in children Self-reported predatory sexual fantasies concerning peers or adults Sexual contact with animals

	HEALTHY	PROBLEMATIC	HARMFUL
2. Context of behaviour	Mutual, both parties free to engage and disengage	Behaviour infrequent / isolated incident Behaviour self-directed Behaviour restricted to a specific setting Behaviour in the context of a 'romantic' relationship but where there may be pressure to please Those targeted are not equipped to describe their wants and desires or to give consent	Behaviour is planned, secretive, there are elements of force, threat or coercion Adolescent has one or more previous convictions / final warning / reprimands for sexual behaviour Adolescent has a pattern or prior sexually aggressive behaviour Those targeted are not equipped to describe their wants and desires and to give consent
3. Adolescent's response	Happy, comfortable, maybe embarrassed if found by adults	Embarrassment or shame related to the behaviour They understand / retain the reasons why others feel the behaviour is problematic / harmful Experience consequences as significant / has some degree or awareness of consequences Appears highly anxious or confused re sexual development or boundaries	Unclear as to the consequences of sexual behaviour or they appear to have little meaning for them Rejecting of concerns expressed Adolescent states that they will continue with the behaviour
4. Response of others / targeted adults	Happy, comfortable, maybe embarrassed if found by adults	Uncomfortable or irritated, not fearful or anxious Feel able to tell someone Adults targeted, feel uncomfortable	Uncomfortable, fearful, anxious, avoids the adolescent Adults can fell disempowered, intimidated, deskilled or unable to control the behaviour and to protect others

	HEALTHY	PROBLEMATIC	HARMFUL
5. Power Dynamics	There should be nosignificant differences in age or development which would suggest there is a power imbalance	One or two particular adolescentstargeted Adolescent predominately associate with children 3 or more years younger Power imbalance, due to age, physicalstrength and capacity, emotional development	Evidence of those thought to bevulnerable by the adolescent Significant power imbalance due to age physical strength and capacity, emotional development Poor social skills / deficits inintimacy skills
6. Persistence ofthe behaviour	Healthy interest but not the sole focus of interest inthe adolescent's life	Responds to complaints by stopping orchanging behaviour Intervention has some impact butbehaviours may resume	Evidence of high level of sexualcompulsivity Behaviours have persisted despitesignificant negative consequences
7. Other behavioural problems	No other behavioural problems Healthy, peer relationships	Adolescent isolated in the communityor has a very restricted lifestyle Access to others is poorly supervised	Concurrent diagnosis of significantmental health problems Pattern of problematic sexual behaviours emerging in early childhood and continuing into adolescence Viewed negativity in communitydue to sexual behaviours History of fire setting Long standing history of severelyproblematic or challenging behaviours

	HEALTHY	PROBLEMATIC	HARMFUL
8. Background information / Family Response	No significant family history Parents have a positive view of adolescent's developing sexuality Positive attachments with parents and carers At least one positive friendship Adolescents has access to social and leisure pursuits and to appropriate sex education	Family anxious about adolescent's developing sexuality and have inappropriate concerns Family experiencing high levels of stress Siblings have experienced sexual abuse	Adolescent has experienced abuse, sexual, physical, emotional or neglect Violence in the household Poor or distorted sexual boundaries in the family Patterns of discontinuity of care / poor attachments Family members including siblings have anti-social history including offences against children Family are minimising the behaviour or are rejecting of the adolescent, harsh or punitive

Annex J Annex H Links to Government Policies and Guidance

Title (hyperlinked)
DDSCP procedures manual
What to do if you are worried a child is being abused March 2015
Information sharing; advice for practitioners
Government PREVENT guidance
PREVENT duty for schools and childcare providers
Sexting in schools and colleges- responding to incidents and safeguarding young people
Searching, screen and confiscation advice for Headteachers, schools and Governors
Controlling Access to School Premises
Elective home Education Guidance for Local Authorities
Children missing from education Statutory Guidance for Local Authorities
Designated Teacher for LAC/ PLAC-statutory guidance
Sexual Violence and Harassment in schools
Criminal Exploitation of Children and Vulnerable Adults: county lines
Mental health and behaviour in schools
When to call the police-guidance for schools
Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk) Harmful sexual behaviours in children and young people (derbyshire.gov.uk)
child-protection-welfare-concern-report-form.docx (live.com)
Derbyshire Staff Safeguarding Procedures
Safer working Practice
DDSCP Dispute Resolution and Escalation Policy
Derbyshire Dissent Form
DDSCP Threshold Document

Police PREVENT Referral Form
CRE- Child at Risk of Exploitation
CRE – Operation Liberty Report Form
Graded Care Profile Guidance and tool
DCC guidance for young carers