



Derby
Grammar
School

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Safeguarding and Child Protection at Derby Grammar School - 2018/2019

THIS POLICY REFERS TO ALL PUPILS

Date of Implementation: August 2018

Date of Annual Review by the Governing Body: June 2019

Amended September 2018 to comply with updates to Working Together to Safeguard Children (July 2018) and Keeping Children Safe in Education (September 2018)

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Policy Statement

Derby Grammar School (DGS) is totally committed to ensuring the safety and well-being of all its pupils. This document follows the guidance in KCSIE (September 2018), Working Together to Safeguard Children (2018), and the requirements of the Local Safeguarding Children Board (LSCB) for Derby and Derbyshire, including its thresholds for referrals. Copies of the latest versions of the School's Child Protection policies are given to all staff. In addition, all staff are given a paper copy of Part 1 of the KCSIE (September 2018) guidance. Annex A of KCSIE contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read the annex, copies of which are provided. Staff will confirm when they have read and understood KCSIE (September 2018) Part 1 and Annex A, where appropriate in their line of work.

The essential feature of the Safeguarding and Child Protection policy is that all who work at the School must be conversant with the issues and must recognise that they have an absolute duty to respond to any issues that are brought to their notice. In its turn, the School, acting through its DSL (Deputy DSL if DSL is unavailable) works directly with the LSCB and the Designated Officers (formerly LADO) whenever a child abuse issue is raised.

If necessary, anyone can report concerns directly to the Children's Social Care team:

Local Authority Designated Officer (LADO):

Derby: Tel: (01332) 642376
Derbyshire: Tel: (01629) 535353 / (01629) 533190

Derby Safeguarding Children Board Tel: (01332) 642351
Derbyshire Safeguarding Children Board Tel: (01629) 535716

The latest version of the School's Child Protection policy is posted on the School website and on the Google Team Drive (Safeguarding). Paper copies are available on request.

The following acronyms are used in this policy:

CAF Common Assessment Framework
DBS Disclosure and Barring Service
DSL Designated Safeguarding Lead
DDSL Deputy Designated Safeguarding Lead
KCSIE Keeping Children Safe in Education (statutory guidance) September 2018
LADO Local Authority Designated Officer
LSCB Local Safeguarding Children Board (Derby/Derbyshire)
SSD Social Services Department
TAC Team around the Child

References to 'staff' in the policy, unless otherwise indicated, should be taken to include members of the teaching and non-teaching staff, supply agency workers, contracted workers, volunteers and governors.

1. Introduction

The protection of children is the highest priority and the proper concern of everyone in a position to help. Primary responsibility for the care and protection of children rests with their parents or guardians but the safety and protection of children is of paramount importance to all those involved in their education.

The governors and all staff believe that every pupil at DGS should feel safe and protected from any form of abuse (See Appendix 1 for explanations and possible signs of abuse) which, in this policy, includes any type of neglect, non-accidental physical injury, sexual exploitation, grooming for extremist purposes or emotional ill-treatment.

The policy and commitment at DGS is to take all reasonable measures to safeguard and promote the welfare of each pupil in our care, whether that be at a school or any other location whilst in our care and also including out-of-school provision before and after school.

DGS also recognises that safeguarding covers much more than child protection and so this policy will operate in conjunction with other DGS related policies and procedures.

The School has the following related policies and procedures:

- Missing Pupil and Children Missing in Education Policy
- Behaviour Management Policy
- Anti-Bullying Policy
- Acceptable Use of IT Policy for Students
- Acceptable Use of IT Policy for Staff
- Staff Code of Conduct
- Safer Recruitment Policy
- Trips and Visits Policy
- Visitors and Visiting Speaker Procedure
- Taking, Using and Storing Images Policy
- E-safety Policy
- Physical Contact Policy

DGS recognises that there is a difference between safeguarding children who have suffered, or are likely to suffer, significant harm (children at risk) and those who are in need of support from the School or from other agencies (children in need). The School takes pupils' mental and emotional wellbeing seriously, providing additional support to those children who need it. This can be demonstrated by the strong pastoral support available across the School, starting with the tutor system and school counsellor, and engaging external professionals and agencies as required. Where it is recognised that a child needs specialist support, DGS will work with agencies such as Children's Social Services, Child and Adolescent Mental Health Service (CAMHS) and relevant medical professionals as appropriate and use interagency assessments such as the Common Assessment Framework (CAF).

'Safeguarding' is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the welfare of children. It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment
- Preventing the impairment of children's 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.
- Teaching pupils about safeguarding, including e-safety and avoiding the risk of radicalisation through PHSE lessons, assemblies and other opportunities
- Ensuring that appropriate IT filtering systems are in place to protect children when accessing the Internet at school

Where a child is suffering significant harm, or is likely to do so, timely action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk.

DGS recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

The school aims to ensure that a supportive pastoral environment is maintained in which the voices of children on safeguarding, on both individual and more general matters, may be heard without any sense of discouragement: this is a school which listens to its pupils and provides opportunities for their views and concerns to be heard. The tutor system, heads of year, the school council and the school counsellor all provide avenues for pupils to express their individual and general concerns.

The School takes its responsibilities very seriously. As well as ensuring the School's policies and procedures support its safeguarding responsibilities, the School will work with pupils and their families, and contribute to inter-agency working, in line with the statutory guidance Working Together to Safeguard Children. The School is committed to working in partnership with parents, Social Services Departments and diverse communities, to continuously develop and improve the safeguarding culture within our School.

In all matters relating to child protection, DGS will follow the locally agreed inter-agency procedures laid down by Derby and Derbyshire Safeguarding Board or, where appropriate, the relevant child's Local Safeguarding Children Board (LSCB), together with DfE statutory guidance contained in Working Together to Safeguard Children and Keeping Children Safe in Education (originally published in April 2014 to the present publication).

This policy is applicable to the whole school community.

All members of staff have a duty to safeguard our pupils' welfare and must, therefore, familiarise themselves and comply with this policy and other related policies. All staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns. Although safeguarding referrals are usually managed by the DSL, any member of staff may refer a safeguarding matter to the LSCB.

2. Whistleblowing

If a teacher or member of staff has concerns about poor or unsafe safeguarding practice either in general or in any specific case, he or she should report it at once to the Head or, if the concern is about the Head, the Chair of Governors. Any concern will be thoroughly investigated. If there is evidence of criminal activity, the police will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No-one who reports a genuine concern in good faith needs to fear retribution.

If staff believe that the safeguarding regime is not sufficiently proactive or is lax on training or is ignoring warnings on some key issue, both locally or nationally - in general terms rather than connected with a specific case or, indeed, if they feel that a specific case of abuse (relating to an external cause) is not being handled well then staff must report this to the DSL, Head or Chair of Governors in School or, if they feel more appropriate, to the LSCB.

Staff may also make contact with Ofsted which offers impartial advice and guidance on a special 'whistleblowing' helpline 08456 404046. The full 'Whistleblowing' Policy is located in the Policy Folder on the Google Team Drive.

3. Statement of intent

The safety and well-being of all our pupils at Derby Grammar School (DGS) is our highest priority. Our responsibility is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. To ensure that DGS meets the commitment above the School is committed to safeguarding and promoting the welfare of each pupil in its care and will take all reasonable measures to:

- ensure that the School practises safe recruitment by checking the suitability of staff, Governors and volunteers to work with children and young people in accordance with the guidance given in KCSIE (September 2018) and Disqualification under the Childcare Act 2006 (2015), The Commentary on the Regulatory Requirements for Independent Schools (2017-09) and Working Together to Safeguard Children (July 2018). See also the School's separate Safer Recruitment Policy.
- protect each pupil from any form of abuse, whether from an adult or another pupil;
- be alert to signs of abuse both in the school and from outside;
- listen carefully to children and take their concerns seriously;
- deal appropriately with every suspicion or complaint of abuse;
- create a culture of safety and raising concerns and have clear procedures for whistle-blowing or disclosure of concerns that are understood by all;
- design and operate procedures which promote this policy and which, so far as possible, minimise the impact upon the innocent of unfounded allegations;
- support children who have been abused in accordance with their agreed child protection plan, which would be put forward through inter-agency agreement;
- be alert to the needs of children with medical conditions;
- operate robust and sensible health and safety procedures;
- take all practicable steps to ensure that school premises are as secure as circumstances reasonably permit;
- operate clear and supportive policies on drugs, alcohol and substance misuse;

- ensure that the School maintains a Single Central Register of Appointments for all staff and a separate record of all volunteers;
- consider and develop procedures to deal with any other safety and welfare issues which may be specific to individual children in our school or in our local area;
- have due regard for the need to prevent pupils (known as the Prevent duty) from being drawn into terrorism or radicalised, in line with guidance issued by the Secretary of State for Education and included in Keeping Children Safe in Education (September 2018). See page 13 and Appendix 3 for further details.

To further support:

- the School will ensure that all teaching staff, support staff, volunteers (collectively known as “staff”) and any others who regularly come into contact with pupils receive child protection training, carried out by the Designated Safeguarding Lead or other appropriately qualified staff, on induction;
- the School will ensure that where staff from another organisation are working with its pupils on the school site or at another location, the School has received appropriate assurances that approved child protection checks and procedures apply to those staff;
- the School is fully aware of the advice that has been issued by the DfE, to supplement KCSIE concerning disqualification and disqualification by association. As a school, we acknowledge this and follow the guidance set out in KCSIE; all checks will be carried out to ensure individuals are not disqualified from working with children including disqualified by association;
- the School will make additional checks on people who have lived or worked outside the UK. This would include recording checks for the European Economic Area (EEA) teacher sanctions and restrictions as per paragraph 114 of KCSIE (September 2018);
- every disclosure, complaint or suspicion of abuse against an employee, volunteer or governor will be immediately referred to the Designated Officer by the Head [or DSL if they are not available], also if appropriate, the Police. Any other suspicion or allegation of abuse against a pupil who attends DGS will be reported direct to Children’s Social Services and the police, if appropriate, as soon as DGS staff become aware of such suspicions or allegations;
- all staff are in a unique position to notice changes in our pupils. Staff should report any concerns they have immediately to the DSL. See Appendix 1 for more details;
- where DGS becomes aware of historical allegations of abuse these will be referred to the police immediately.

4. Designated Safeguarding Leads

Designated Safeguarding Lead (DSL)
Junior and Senior School

Miss Karen Stebbings - Assistant Head (Head of Sixth Form).
Phone: internal: 251, Mobile: 07545 220998
email: stebbing.k@derbygrammar.org
Deputy Designated Leads (DDSL)

Senior School
Mrs Vicky Charnock - Head of Upper School

Phone: internal: 236
email: charnock.v@derbygrammar.org

Junior School
Mrs April Sly - Head of Junior School
Phone: internal: 229
email: sly.a@derbygrammar.org

The DSL and DDSLs work together across the whole School and deputise for each other if absence occurs. There will usually be a qualified DSL or DDSL on-site during working hours. The nominated governor for Safeguarding and Child Protection is Mr Ian Louch. He can be contacted via the Bursar (01332 523331). The School has appointed a member of staff from the School's Senior Leadership Team (DSL) to be responsible for matters relating to child protection and welfare in each area of the School. Deputy Designated Safeguarding Leads have also been appointed to act in place of the DSL if required. The DSL and DDSL have role descriptions in Appendix 2 and are given the time, funding, training and resources required to do the job effectively. The DSL meets the nominated governor at least three times a year.

The main responsibilities of the Designated Safeguarding Lead are:

- to be the first point of contact for parents, pupils, teaching and support staff, external agencies and any other person or organisation in all matters of child protection;
- to coordinate the child protection procedures in the school;
- to maintain an ongoing training programme for all school employees by dissemination of information on a regular basis;
- to monitor the creation, confidentiality and storage of records in relation to child protection;
- to maintain close links with the Derby and Derbyshire Safeguarding Board (or other LSCB where DGS pupils reside) and to liaise with the Designated Officer (formally LADO) at the appropriate LSCB.

The Designated Safeguarding Lead will:

- advise and act upon all suspicion, belief and evidence of abuse reported to him or her;
- keep the Head, the DDSLs and the nominated governor for Safeguarding informed of all actions, unless the Head or DDSLs is the subject of a complaint;
- liaise with the SSD and other agencies on behalf of the school;
- maintain the school's records on child protection securely with restricted access and separate from routine school records

If the Designated Safeguarding Lead is unavailable or is the subject of a complaint, the duties will be carried out by the Deputy Designated Safeguarding Lead.

5. Types of Abuse

The NSPCC defines Child Abuse as the term used when an adult harms a child or a young person under the age of 18.

Child abuse is a form of maltreatment and can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, threatening harm or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or by others (e.g. via the internet). Children may be abused by an adult or adults, male or female, or by another child or children.

Types of abuse include: Neglect, Emotional, Physical, and Sexual. Details of these and other types of abuse (including radicalisation, child sexual exploitation, so-called 'honour-based' violence (HBV) including forced marriage, and female genital mutilation (FGM)) and guidance on identifying them are set down in Appendix 1.

DGS acknowledges its responsibility to all its pupils, including those still at school who have attained the age of 18. DGS also recognises that some bullying and other behaviour by a child's peers may be as emotional or physical abuse.

It should be noted that the bullying of a child whether by an adult or adults, or by another child or other children, directly or through electronic means, is also potentially emotional or physical abuse. The school's anti-bullying and e-safety policies set out the school's strategies for dealing with all forms of bullying including cyber-bullying.

The NSPCC advises "that a child may be experiencing abuse if he or she is:

- Frequently dirty, hungry or inadequately dressed
- Left in unsafe situations, or without medical attention
- Constantly "put down", insulted, sworn at or humiliated
- Seems afraid of parents or carers
- Severely bruised or injured
- Displays sexual behaviour which doesn't seem appropriate for his/her age
- Growing up in a home where there is domestic violence
- Living with parents or carers involved in serious drug or alcohol abuse

Remember, this list is not exhaustive and does not cover every child abuse possibility. You may have seen other things in the child's behaviour in circumstances that worry you.

Abuse is always wrong and it is never the young person's fault.

Staff must remember that 'it could happen at DGS' where safeguarding is concerned and must maintain a vigilant attitude at all times.

For further information and symptoms and indicators please see Appendix 1.

5.1 Children who have Suffered or who are At Risk of Suffering Serious Harm

As a School we monitor all pupils who have suffered or who are at risk of suffering. Records of such pupils are kept electronically and in paper form and regular updates of such pupils are given at both JS and SS Meetings. Any pupil in the School that has suffered will have been referred to Children's social care immediately and a record of this is on their file. If a pupil is found to be suffering, then the School will contact the Duty Team for advice which may lead to further inter- agency assessments using local process. This may involve the use of an EHAF (early help assessment form), a CAF (Common Assessment Framework) and TAC (Team around Child) approaches. If a crime is alleged or if the School suspects that a crime may have been committed then the police will be contacted directly and immediately or through the LCSB. At Derby Grammar School we recognise that pupils with specific learning difficulties and/or disabilities are particularly vulnerable and require additional support and consideration.

5.2 Looked After Children

All looked after children in the School will have a designated member of staff directly responsible for their welfare and progress. This staff member will be the point of contact between the School and the Local Authority (LA), including the Virtual School. The member of staff will have information from Personal Education Plan (PEP) meetings and will attend meetings involving the Team around the Child, whenever possible. They will also be the point of contact for the parents and social workers, who they will work closely with.

5.3 Missing Pupils

As a School we also have a separate document detailing the procedure for a 'Missing Pupil' and are fully aware that a missing child could indicate abuse or neglect. (KCSIE, September 2018) This document should be read alongside this policy.

Missing pupil procedures which are relevant to all staff must be read so they are familiar with procedures for searching for, and if necessary, reporting, any pupil missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.

5.4 Children Missing from Education

The School recognises that a child going missing from education is a potential indicator of abuse or neglect. DGS has a responsibility to identify, as far as it is possible to do so, any children of compulsory school age enrolled who are not attending school or missing from school. DGS will contact the appropriate Local Safeguarding Children Board if any concerns arise regarding the repeated, prolonged or unexplained absence of a child in order to help identify any potential risk of abuse including sexual abuse or exploitation, and help prevent the risk of a child going missing in the future. Where a child is going to be deleted from the pupil roll (withdrawn by parents, no longer lives in the area, signed off education by a doctor, is in custody or has been permanently excluded [not an exhaustive list]), the School will inform the local authority in which the child resides in applicable

circumstances (see KCSIE section on 'a Child Missing from Education'). The school also recognises its duty to inform the local authority when a child arrives at the school.

5.5 Child Sexual Exploitation

The sexual exploitation of children and young people (CSE) under-18 is defined as that which: 'involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.' There is an imbalance of power.

CSE often involves some form of grooming which is a subtle, gradual, and escalating process of building trust with a young person. It is deliberate and purposeful. It may take place over weeks, months, or even years before any sexual abuse actually takes place. It may happen via the Internet or social media, or in person.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.' (Department for Education, 2012)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity. Schools are well placed to prevent, identify and respond to children at risk of sexual exploitation and to ensure that pupils are resilient against the approaches used including grooming by those intent on exploiting children. Some young people do not exhibit any external signs of abuse. However, others may exhibit one or more of some of the possible indicators are set down in Appendix 1.

5.6 Honour-based Violence and Female Genital Mutilation

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed supposedly to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. See Appendix 3 for further details.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. If anyone has a concern they should report it to the Designated Safeguarding Lead immediately.

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found in Multi-Agency Practice Guidelines.

5.7 Actions

If staff have a concern about any of the above, they should report to the DSL who will activate local safeguarding procedures. The School is aware that, from October 2015, mandatory reporting commenced and as members of staff in education we must report and cases or suspected cases of FGM to the police (Call 101).

6. Preventing Radicalisation (Prevent Duty) – See Appendix 3

Preventing violent extremism by countering the ideology of extremism and by identifying those who are being drawn into radicalism has for some time formed part of our approach to safeguarding. There is no single way of identifying an individual who is likely to subscribe to this type of ideology. However, signs that pupils may be undergoing some form of radicalisation are set down in Appendix 3.

As a School, through our PHSE Programme, assemblies and general attitudes, we raise awareness and strengthen British Values to ensure that we meet the different sections at different stages in the pupil's life at the School.

6.1 Statutory Prevent Duty Obligations

The Counter-Terrorism and Security Act 2015 (CTSA, 2015) and the Prevent Duty advice for Schools (June, 2015) now imposes a duty on a wide range of bodies, including all schools. Our staff are appropriately trained to look out for signs of radicalisation and are aware of the process for making referrals to Channel. The DSL will support staff in making referrals if they do not make the direct referral themselves. (See Appendix 3)

DGS acknowledges that, under this Act, the School has a duty:

- to continually assess the risk of pupils being radicalised or drawn into terrorism
- to build our obligations under the Prevent duty into our existing local safeguarding partnerships, policy and processes
- to raise the awareness of staff, through appropriate training delivered by the DSL, so that they are equipped to identify children at risk of being drawn into terrorism and to challenge extremist ideas
- to ensure that our school ICT systems are safe and protected from terrorist or extremist material through appropriate filtering and monitoring systems, and continually review these systems. Pupils will also be taught about online safety more generally
- to ensure any visiting speakers are assessed and deemed suitable before they are permitted in school (Please refer to the Visiting Speaker Assessment Procedure)

6.2 Prevent Duty Referral Process

Where a member of the School staff has concerns that a young person might be considering extremist ideologies and/or may be radicalised, or would benefit from specialist support to challenge extremist ideologies, contact with the School's Designated Safeguarding Lead should be made without delay. The Designated Safeguarding Lead and other senior staff will discuss these concerns and will consider seeking external advice and guidance where necessary and appropriate. The DSL, or other staff with the support of the DSL, will refer young people on to the Channel programme under the local Prevent Duty strategy in conjunction with the local Prevent police officer.

6.3 Information and contact numbers:

Derbyshire Constabulary Prevent Team comprises:

Insp Karl Mortimer (Prevent Delivery Manager)
Sgt John Booker
PC Jamie Robinson
PC Lucy Moorcroft
PC Jas Basra
Rachel Sheppard

Although a police team (call 101), their role is to support early intervention so that vulnerable children or adults do not end up facing criminal sanctions. WRAP training is provided every 3 years. This will enable staff to spot and provide early intervention of abuse and neglect. In addition to the Prevent Team, the DSL will take advice from the LSCB.

The UK Anti-Terrorist hotline: 0800 789 321
Department for Education (DfE) helpline for non-emergency advice – 020 7340 7264 or email at counter-extremism@education.gsi.gov.uk
Crime Stoppers: 0800 555 111
Police Emergency: 999 Police Non-Emergency 101
www.gov.uk/report-terrorism www.gov.uk/report-suspicious-activity-to-mi5

6.4 Prevent Duty Monitoring and Review

DGS will implement and monitor our response to the Prevent Duty. It will include:

- governors being kept informed through safeguarding reports;
- a commitment to working in partnership with other agencies;
- providing appropriate training for staff, including the risk of radicalisation within our Safeguarding policy and procedures;
- embedding opportunities within the curriculum and co-curricular activities to actively promote British values and to develop the critical thinking of pupils;
- continuing to promote e-safety among the pupils; and,
- implementing protocols to monitor the suitability of visiting speakers to the Schools and the content of such presentations.

7. Staff Training

Every new member of staff, including part-time, temporary, visiting and contract staff working in School, receives basic training on their responsibilities in being alert to the signs of abuse and bullying, and on the procedures for recording and referring any concerns to the DSL or the Head. All these staff attend full refresher training at least every three years in line with LSCB recommendations (due September 2019). The Head undertakes role-specific training every three years (due September 2018). Child Protection training is also available to all Governors and volunteers and refresher training is offered to them every three years. All staff receive regular updates to training through INSET Days, staff briefings and emailed information and this occurs at least once a year in line with recommendations in KCSIE. All training records are kept securely.

All staff receive as part of their induction the following before they begin their roles:

- direction to the full policy on safeguarding on the School website or a print out if required
- the staff code of conduct
- missing pupil policy
- where to find the whistleblowing policy (staff handbook)
- the identity of the DSL/DSLs and a copy of part 1 of KCSIE and Annex A.

Staff sign an 'In House' declaration to say they have received and read this documentation. (Appendix 4).

Staff are also be briefed on our e-safety policy and anti-bullying policies, the acceptable use of technology at DGS and the protocols for mobile technology and cameras.

Training in child protection is an important part of the induction process and is given to all staff as soon as possible. This includes appropriate training on preventing extremism and radicalisation, child sexual exploitation and female genital mutilation, alongside other categories of abuse, to enable staff to identify pupils at risk.

All new staff and volunteers should be confident about:

- their personal responsibilities
- the School's policies and procedures
- how to support and respond to a child who tells of abuse
- recording and reporting concerns

8. Procedures

8.1 Reporting a child protection concern

Our aim is complete the following reporting and referral process within 24 hours of the initial concern being raised:

Where a member of staff has a concern that a child may be suffering or at risk of suffering significant harm, the **Derby Grammar School Record of a Child Protection Concern form** should be used if

possible. [Appendix 9]. The member of staff must ensure that any child protection concerns are discussed immediately with the DSL (before the form is completed if necessary).

On receipt of a concern, the DSL must determine whether there are grounds to share the information with other agencies/ professionals. This may involve contact with LSCB Duty Team, possible for anonymous advice if necessary. **The member of staff involved in the disclosure can also make contact with the outside agencies but must inform the DSL if they have done so.** An accurate record of the conversation must be kept on record.

All child protection concerns are shared in accordance with the City and County procedures.

Important note about confidentiality

Pupils who have a problem may wish to speak to a member of staff as a person whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. Whilst the wishes of the child may be taken into account, their wishes may be overridden where the member of staff in question believes it is in the child's best interest.

A pupil who insists on confidentiality should be referred to an external source, such as Childline. If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult must, nevertheless, provide the DSL with a written account of what has transpired as a matter of urgency.

8.2 Disclosures by pupils – Advice to staff

If a pupil decides to speak to you about the fact that either they, or a pupil known to them, is being abused or has concerns about abuse, you should:

- react professionally, and remember that you are not carrying out an investigation
- take what they say seriously and calmly, without becoming emotionally involved
- allow them to tell their own story without interruption or prompting
- only ask questions to clarify what has been said. Keep any questioning brief and gentle. Do not ask leading questions – these may prejudice a subsequent police investigation
- make it clear that you cannot offer unconditional confidentiality, see next point. If necessary, refer to the policy for pupils on child abuse and related matters
- explain that any adult member of staff is obliged to inform the DSL if child protection or safeguarding issues are involved in order that specialist help can be arranged
- encourage them to speak directly to the DSL
- explain that only those who have a professional “need to know” will be told, and, if appropriate, measures will be set up to protect them from retaliation and further abuse
- reassure them that they were right to tell, and that they are not to blame for having been bullied or abused
- never be judgemental, for example avoid saying “It’ll be all right”
- make a written record of what has been said (afterwards if necessary). Use the pupil’s own words as far as possible

- inform the DSL as soon as possible. Staff must also acknowledge that they too can refer the disclosure to the correct outside agency using the details at the end of this document
- inform the Head/DSL immediately in cases where abuse from a member of staff is alleged, or if the incident happened inside the school, or on a school trip

Where there are evident signs of physical injury, that may, or may not, be the result of abuse or bullying, medical help should be summoned, or the pupil should be taken to the Medical Room. **No examination should be made of any part of the child's body not normally visible.**

The DSL will use the LSCB referral procedures in deciding how to proceed and will contact the appropriate welfare agency within 24 hours of the initial disclosure where appropriate.

8.3 Actions taken by the DSL

Subject to the paramount safety and welfare of the pupil, the Designated Safeguarding Lead will:

- Consider the procedures published by Derby and Derbyshire Safeguarding Children Board and covered in their specific training for the role
- Consider the nature and seriousness of the suspicion or disclosure. A disclosure involving a serious criminal offence will always be referred to the Designated Officer or the Police without further investigation within the school
- Consult with the Designated Officer or other appropriate professionals on a confidential basis. This can be done without identifying the family if the Designated Safeguarding Lead deems it appropriate. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral direct to children's social care services will be made without delay and certainly within 24 hours. If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral by completing the MARF to children's social services promptly. If no response or acknowledgement is received within three working days, the Designated Safeguarding Lead will contact the Designated Officer
- In addition, if the situation of the child does not improve following the referral the DSL or staff member making the referral will press for reconsideration, to help the situation improve; Whilst the Designated Safeguarding Lead will always consider the wishes of the pupil who has disclosed and the wishes of his/her parents, consent is not required for a referral to social services where there are concerns about a child's safety. If the Designated Safeguarding Lead is concerned that disclosing information to parents would put a child at risk, s/he will take further advice from the relevant professionals
- Have regard for confidentiality, so far as applicable
- Consider the lawful rights and interests of the school community as a whole, including its employees and its insurers
- Determine if there is a pattern of behaviour which may lead to welfare concerns as a result of a period of monitoring of behaviour by the Designated Safeguarding Lead in response to concerns raised
- The Designated Safeguarding Lead will keep the Headmaster informed, if an allegation relates to an adult. If the Head is not available or is the subject of the allegation, then the Designated Safeguarding Lead will report the allegation to the Chair of Governors
- The Designated Safeguarding Lead will report any referrals to the nominated governor for Safeguarding and Child Protection

9. Allegations – See Appendix 5

9.1 Procedures

DGS has procedures in place if a member of their staff faces an accusation of abuse. Such allegations are among the most testing issues that any Head and the Chair of Governors are likely to face. It is important that the School aims to strike a balance between the need to support and protect the child from abuse and the need to protect staff and volunteers from false, unfounded, malicious or unsubstantiated allegation. (See Appendix 5 for more details). If a crime is alleged, then the police will be informed either directly or through the Designated Officer.

If an allegation of child abuse is made against a member of staff/volunteer or adult in the School, the Head must be informed without discussing the matter with anyone else including the person against whom the allegation has been made. The DSL will immediately (within one working day) liaise and discuss any concerns with the Designated Officers (LADO) or in the most serious cases, the police, so as not to jeopardise statutory investigations.

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. Where the allegation names the member of staff; but not the pupil, we will normally interview the member of staff, and ask for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

9.2 Allegations involving the Head or DSL

If the allegation is made against the Head, then the Chair of Governors (or in his/her absence the nominated member of the governing body for safeguarding) must be informed immediately without informing the Head or discussing the matter with anyone else and will consult the Designated Officer (LADO) immediately; legal advice will be obtained ASAP where possible. An investigation will only take place following advice from the Designated Officer. This discussion will be in general terms in the first instance. The purpose of this procedure is because something that seems trivial at first may later be revealed to be much more serious and the wider view of the Designated Officers (LADO) is useful in determining this.

The school will consider suspending the Head without prejudice for the duration of the investigatory process, and the Deputy Head will be made acting Head until the conclusion of the investigation and resolution of the issue. The Head (or in their absence the Chair of Governors) should similarly be told at once of any allegation involving the DSL without informing the DSL or discussing the matter with anyone else. The Head will consult the Designated Officer (LADO) immediately. The Chair of

Governors should normally be informed on the same day, and legal advice obtained. The school will consider suspending the DSL without prejudice for the duration of the investigatory process. The DDSL should be made acting DSL until the conclusion of the investigation and resolution of the issue.

9.3 School Actions

We will respond promptly and sensitively to the legitimate concerns of the victim and his/her family. We undertake to:

- take any allegation of abuse, involving a member of staff, very seriously
- establish the facts before jumping to any conclusion
- inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact Social Services and seek advice on whether or not parents may be contacted

Although a formal investigation is a matter for specialists, where there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- involve the Designated Officers (LADO) immediately
- invite the police to conduct the investigation, if advised to do so by the Designated Officers
- inform the member of staff concerned, honestly of the allegation that has been made, and advise him or her to contact their Trade Union or Professional Association for advice and support
- consider suspending the member of staff (or volunteer) concerned, where there is no other reasonable alternative;
- report to the Charity Commission using the information here
<https://www.gov.uk/guidance/how-to-report-a-serious-incident-in-your-charity#how-to-report>

The School itself will not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse. Borderline cases: If an allegation of child abuse is made against a member of staff or volunteer, the DSL will always discuss any doubts and concerns informally with the Designated Officers (LADO). If the result of the investigation is a substantiated allegation against the member of staff, then the School will work with the Designated Officers (LADO) to make any improvements to its procedures to help prevent similar events in the future.

9.4 Support for the Pupil

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Head, together with the DSL, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, Local Safeguarding Children Board.

9.5 Support for the Member of Staff

Following advice from the Designated Officers (LADO) we will give the member of staff as much support as circumstances permit. However, if the member of staff is to be suspended, this is to be recognised as a neutral act and does not imply that any judgement has been reached about his or her conduct. **A named contact in school for support will be given at the time of suspension (usually the DSL).**

Where it becomes clear that the investigation by the Police or Children's social care is unnecessary, the Designated Officer and the Head should discuss the options open to the School. This may range from no further action to a dismissal or not using a volunteer again. A record must be kept in all situations.

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

9.6 Referral to the Disclosure and Barring Service (DBS)

DGS understands it has a statutory legal duty to report any individual (employed, contracted, a volunteer or student) where there is the risk that he or she may harm, or has caused harm to children, to the DBS within one month of the individual's dismissal or resignation because he or she has been considered unsuitable to work with children. Reports concerning members of staff or volunteers are normally made by the DSL. If the DSL is involved, the report is made by the Head. If the Head is involved, the report is made by the Chair of Governors. In addition, the School will consider informing the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a probation order may be necessary.

Further information and the referral form can be downloaded from the DBS website. The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the DBS at any time.

9.7 Recording Allegations of Abuse

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer. The only exception to this will be that any allegations that are found to be malicious or unfounded will be removed from our records. Any records that are not substantiated, unfounded or are malicious will not be referred to in employer references.

9.8 Allegation of Abuse of a Child Who is not a Pupil at the School

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at DGS, we would immediately pass such information to the LSCB to handle. We would then seek permission from the LSCB to formally advise the member of staff of the allegations, making it clear that DGS would only be involved in the investigatory process at the request of the LSCB. He/she would be advised of the possibility of facing suspension, re-assignment to other duties etc in exactly

the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be false, unfounded, malicious or unsubstantiated, he or she would be given full support by the school in resuming his/her career.

If it is a police matter then the school may be prevented from discussing the matter with the member of staff in any way.

9.9 Allegations of peer on peer abuse – see also DGS Anti-Bullying Policy

If an allegation of abuse is made by one or more pupils against another pupil, staff and the DSL should deal with the allegation in accordance with the procedures above. This kind of abuse can manifest itself as bullying (including cyber and banter), different gender based violence/sexual assaults and sexting (see Appendix 1), but is not limited to these offences. The DSL may also seek advice from Children's Social Care Duty Team when 'there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. Clearly in such a case if a disclosure is made under these circumstances, whether we are dealing with the victim or perpetrator, both will be treated as being 'at risk' and will be supported as above. Once again, any member of staff can make a referral to the LSCB if they have concerns without the need to go through the DSL. If this does happen the member of staff should keep accurate records, discuss them with the DSL and file them centrally.

Where allegations of abuse or assault have been made against one or more pupils in School, a thorough risk assessment of the situation and risk-based decision making will be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support.

In very serious cases of allegation, the Police should be informed from the outset, following discussion with the DSL or Head. Staff should only inform the Police directly if they are unable to contact the DSL or Head. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Children's Social Care, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

To minimise the risk of peer-on-peer abuse, staff must be vigilant and are trained to be aware of the different ways in which peer abuse can evolve at the early stages of what pupils may class as 'banter' or 'growing up'. Staff are very clear that abuse is abuse and must not be ignored: the school does not accept bullying may be excused or otherwise tolerated by such descriptions.

It is important that all staff foster positive relationships between all students and mediate/refer on to other staff (School Counsellor) in situations where this does not happen. As a school, we address issues in this area via assemblies and our PHSE programme. Any concerns that are raised in this area must be discussed with the DSL.

Bullying incidents will be treated as child protection concerns when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm.' See the School's Anti-Bullying Policy for more details.

In cases of bullying, the school provides appropriate on-going pastoral support for both the victim and the perpetrator(s): this may be through support from the school counsellor or senior pastoral staff.

9.10 Serious Harm

In cases of serious harm or where a crime is alleged, the DSL / Head / Chair of Governors (as appropriate to the context) will inform the police from the outset and seek advice. Children's services or the police, as appropriate, will consider what support the child or children involved may need.

10. Informing Parents

Parents play an important role in protecting their children from abuse and will normally be kept informed, as appropriate, of any action to be taken under these procedures. However, there may be circumstances when the DSL or Head will need to consult the Designated Officer, children's services and/or the police before discussing details with parents e.g. where the concern relates to the pupil's home life or the police are involved in the matter.

In relation to Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

11. Confidentiality and Information Sharing

Staff at DGS have a professional duty to share information relating to the protection of children with other professionals, particularly investigating agencies. If a pupil confides in a member of staff, they should be reassured that this is perfectly acceptable, however they must be sensitively made aware that the disclosure cannot be kept secret and will be shared with the DSL, who will then decide on the appropriate action to take.

The School will keep all child protection records confidential, allowing disclosure only to those who require the information, in order to safeguard and promote the welfare of children, or to audit the efficiency of the process. The School will consult with the Designated Officer, and the police and Children's Social Care where appropriate, to agree the information to be disclosed to them. The School will cooperate with police and social services to ensure that all relevant information is shared for the purposes of child protection investigations (Children Act, 1989) in accordance with the requirements of Working Together to Safeguard Children which can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

and

Channel Duty Guidance: <https://www.gov.uk/government/publications/channel-guidance>

The DSL and Head will also take advice from the Designated Officer, LSCB and Police in matters relating to sharing information, avoiding speculation and how to manage press interest should this occur.

12. Security and Mobile Data - to be read alongside the School's Procedure on Taking, Storing and Using Images and Acceptable Use of IT policies.

DGS is conscious of potential child protection issues in using images, of the need to protect children's identities (in particular, looked-after children), and not to use images that could expose them to potential embarrassment or harassment.

13. Security

The School will take all practicable steps to ensure that School premises are as secure as circumstances permit. All those unknown to the school personally or where identity is in doubt will be asked for proof of identity before permission to enter the school is granted. Visitors should report to reception, where they will be met by the relevant member of staff. Pupils should not be on the school site outside of normal school hours unless they are waiting for or attending a school event.

Appendix 1:

Types of Abuse / Signs and Indicators

In addition to the information below staff should be referred to the NSPCC information on 'Signs of Abuse' <https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>

Symptoms

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused, as follows:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason;
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home
- suicide attempts
- self-inflicted wounds
- reverting to younger behaviour
- depression
- withdrawal
- relationships between child and adults which are secretive and exclude others

Identification of child abuse is difficult. As well as the indicators given below, consider the following:

- always listen carefully to the child, particularly to what is said spontaneously
- record carefully what the child has said and how and when the account was given. Whenever possible avoid questioning a child. If questions are asked record them and any response to them. Retain original notes; they may be needed in court
- beware of any failure or delay by adults in seeking medical assistance for the child
- beware of vague explanations which are lacking in detail
- beware of explanations that are inconsistent with what you observe or know, especially of the child's development and mobility
- take note of any inappropriate responses from adults who are involved in the care of the child
- note if there is any history or pattern of unexplained injury or illness

Remember that when the care of an abused child has been shared between parents and others the source of the abuse can be more difficult to determine.

Indicators of Physical Abuse Include:

Bruises:

- to the eyes, mouth or ears
- fingertip bruising (grasp mark)
- bruises of different ages in the same place
- outline bruises (prints of hands, belts, shoes etc)
- bruises without obvious and verifiable explanations
- bruises to non-mobile babies should always be referred to Children's Social Care.

Burns, bites and scars:

- clear impressions of teeth (more than 3cm across unlikely to have been made by a child)
- burns or scalds with clear outlines
- small round burns which may be from cigarettes
- large numbers of different aged scars
- unusual shaped scars
- scars that indicate that the child did not receive medical treatment

Fractures:

- Fracture in children under one year of age
- Alleged unnoticed fractures – fractures cause pain and it would be difficult for a carer to be unaware of the child's distress at the time of injury – HOWEVER, fractures in young children heal quickly and babies may be able to use a fractured limb without pain within a few days, which may mask a healing fracture

Other injuries:

- poisoning, injections, ingestion or other applications of damaging substances (including drugs and alcohol)
- female genital mutilation, including female circumcision
- signs of shaking, including
- any bruising to a young baby – particularly the trunk/arms/face
- facial petechia (small blood spots)

Pay particular attention to unexplained injuries to the face.

Indicators of neglect Include:

Children who are:

- Not receiving adequate food consistent with their potential growth;
- Exposed through lack of supervision to injuries, including ingestion of toxic substances; Exposed to inadequate, dirty and/or cold environments;
- Abandoned or left in circumstances without appropriate adult supervision which are likely to endanger them;
- Prevented by their carers from receiving appropriate medical advice or treatment.

Indicators of Sexual Abuse Include:

- Sexual transmitted diseases;
- Recurrent urinary infections;
- Genital and rectal itching and soreness;
- Unexplained bleeding and discharges;
- Bruising in the genital region;
- Sexual play/masturbation that is judged to be inappropriate to a child's age, development and circumstances;
- Sexually explicit behaviour;
- Young children with an inappropriate level of sexual knowledge;
- Sexually abusive behaviour towards other children, particularly those younger or more vulnerable than themselves;
- Unexplained pregnancy.

Indicators of Emotional Abuse Include:

- Abnormally passive, lethargic or attention seeking behaviour;
- Specific habit disorders eg faecal smearing, excessive drinking, eating unusual substances and self-harm;
- Severely delayed social development, poor language and speech development not otherwise explained;
- Excessively nervous behaviour such as rocking or hair twisting;
- Low self-esteem.

General Indicators of Abuse Include:

The following may occur to any children being abused but are particularly important in cases of sexual or emotional abuse, where outward physical signs may not be present:

- onset of enuresis (involuntary urination) – day or night
- sleeping and eating disturbance
- recurrent abdominal pains
- recurrent headaches
- social withdrawal
- restlessness and aimlessness

- inexplicable school failure
- poor trust and secretiveness
- indiscriminate and careless sexual behaviour
- drug abuse
- running away
- self-mutilation and other forms of self-harm
- hysterical fits, fainting etc

Other Factors may potentially impact upon children. These include:

- drug or alcohol use
- learning disability
- disability or chronic ill health
- mental ill health (concerning the parent/carer, child or their living situation)

Acute family stress such as domestic violence, racism or other discrimination, homelessness, oppressive/disruptive behaviour by a child, can all seriously impact on a child's well-being.

In addition, as a School we are also aware of the risks to children in relation to Child Sexual Exploitation (CSE) and Female Genital Mutilation (FGM). Further information is available, on both these areas, in the update - Keeping Children Safe in Education: Information for all School and College Staff or the full document – Keeping Children Safe in Education.

Child Sexual Exploitation

CSE can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face-to-face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child safeguarding issue.

To support the work around child protection and safeguarding, links to statutory, national and local guidance are below:

Child Sexual Exploitation 'What to do if you suspect a child is being sexually exploited'
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-beingsexually-exploited>
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Indicators of Child Sexual Exploitation Include:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or don't take part in education

Mental Health:

The School is committed to promoting well-being and resilience, alongside raising awareness of, and eliminating, the stigma attached to mental illness. Incidences of depression, self-harm and eating disorders have all risen in recent years in the UK and are all linked to poor mental health. Advice for pupils and parents is available at: <http://www.youngminds.org.uk/>

Self-harm can take lots of physical forms, including cutting, burning, bruising, scratching, hair-pulling, poisoning and overdosing. There are many reasons why children and young people try to hurt themselves. Once they start, it can become a compulsion. That is why it is so important to spot it as soon as possible and do everything you can to help. Self-harm is not usually a suicide attempt or a cry for attention. Instead, it is often a way for young people to release overwhelming emotions. It is a way of coping. So whatever the reason, it should be taken seriously.

There are links between depression and self-harm. See for example:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/mental-health-suicidal-thoughtschildren/>

Quite often a child or young person who is self-harming is being emotionally abused, under too much pressure to do well at school, being bullied (which may itself amount to emotional abuse), grieving or having relationship problems with family or friends.

The feelings that these issues bring up can include:

- low self-esteem and low confidence
- loneliness
- sadness
- anger
- numbness
- lack of control over their lives

Often, the physical pain of self-harm might feel easier to deal with than the emotional pain that's behind it. It can also make a young person feel they are in control of at least one part of their lives. Sometimes it can also be a way for them to punish themselves for something they've done or have been accused of doing.

Physical signs of self harm are commonly on the head, wrists, arms, thighs and chest and include: cuts, bruises, burns, bald patches from pulling out hair. Young people who self-harm are also very likely to keep themselves covered up in long-sleeved clothes even when it's really hot.

The emotional signs are harder to spot and don't necessarily mean that a young person is self harming. But if you see any of these as well as any of the physical signs then there may be cause for concern:

- depression,
- tearfulness and low motivation
- becoming withdrawn and isolated, for example wanting to be alone in their bedroom for long periods
- unusual eating habits
- sudden weight loss or gain
- low self-esteem and self-blame
- drinking or taking drugs

Sexting:

The sending of an indecent image can be illegal. A person under 16 is committing an offence if they send an indecent image of themselves and someone passing this on is also distributing an indecent image of a child. The School seeks to protect children from sexting and the significant impact it can have.

Advice for pupils is available at:

www.thinkuknow.co.uk

<https://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>

Advice for parents is available at:

www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/sexting/

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sextingmean/>

Domestic Violence:

Domestic violence is classified as “any incident of threatening behaviour, violence or abuse between adults who are or have been in a relationship together, or between family members, regardless of gender or sexuality”. Witnessing domestic abuse can seriously harm children and young people.

Helplines: <http://www.nationaldomesticviolencehelpline.org.uk/>

Advice: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/>

Appendix 2:

Monitoring of Child Protection Practice

Governing Body

This body is responsible for the annual review and approval of the Child Protection and Safeguarding Policy. Throughout the year, the Nominated Governor/DSL will keep this body up-to-date with any specific changes to the policy that are necessary.

Chair of Governors

Will handle any allegations of abuse made against the Head. In addition, if the School DSL or Head are not available, the Chair will liaise with local authority and/or partner agencies on child protection issues on behalf of the Governing Body.

Nominated Governor

The Governor nominated by the Governing Body to have oversight of child protection matters in the School. The Governor meets formally with the DSL, at least once a term, to discuss updates to Safeguarding and Child Protection documents in the School. At this meeting, the DSL will keep the Liaison Governor up-to-date with any safeguarding concerns that are currently 'live' and discuss where necessary. Currently, Mr Ian Louch is the Nominated Governor for Safeguarding and Child Protection.

In addition to the meetings which take place once a term, the Governor and the DSL meet annually to review the policy

Designated Safeguarding Lead

The DSL has been fully trained for the demands of this role in child protection and inter-Agency working. They attend courses with other child support agencies to ensure that they remain conversant with best practice. They undergo refresher training every two years (next due September 2019). They maintain close links with the Local Safeguarding Children Board (LSCB) for Derby and Derbyshire and are in communication with its officers about any possible child protection concerns, as they arise. If pupils live in other areas, the appropriate LSCB is contacted. The School's policy and procedures are in accordance with locally agreed interagency procedures. The DSL reports once a term to the Governors' on safeguarding and child protection issues. The School's records on child protection are kept locked in the DSL's office and are separated from routine pupil records. Access is restricted to the DSLs/DDSLs and the Head.

Deputy Designated Safeguarding Lead (DDSL)

The DDSLs are also fully trained and will refresh their training every two years. In the case of absence, they deputise in any area of the School as DSL.

Appendix 3:

Further information on FGM and Prevent

FGM

Circumstances and occurrences that may point to FGM happening:

- pupil talking about getting ready for a special ceremony or going abroad to prepare for marriage
- family taking a long trip abroad
- pupil's family being from one of the higher-risk communities
- knowledge that a pupil's sibling has undergone FGM
- pupil talks about going abroad

Signs that may indicate a child has undergone FGM:

- prolonged absence from school or other activities
- reluctance to take part in physical activity
- behaviour change on return from a holiday abroad such as being withdrawn or appearing subdued
- bladder or menstrual problems
- repeated urinal tract infection
- finding it difficult to sit still and looking uncomfortable
- mentioning that something happened to them whilst they were away, but they are not allowed to talk about it

Further Government guidance can also be found at:-

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Prevent

Specific background factors may contribute to vulnerability, which are often combined with specific influences such as family, friends or online and with specific needs, for which an extremist or terrorist group may appear to provide an answer. The Internet and the use of social media, in particular has become a major factor in the radicalisation of young people.

Potential Indicators:

Vulnerability:

- Identity crisis
- personal crisis
- personal circumstances
- unmet aspirations

- criminality

Access to extremism:

- association with individuals or groups known to be involved in extremism
- accessing the internet to contact groups associated with extremism or material promoting extremism
- contact with extremist organisations or training
- involvement in distributing extremist material
- involvement in demonstrations or fundraising for extremist causes
- evidence of sympathy with extremist groups and / or views

Experiences, Behaviours and Influences:

- peer, social, family or faith group rejection;
- evidence of extremist ideological, political or religious influence on the child;
- personal and emotional impact on the child of international events in areas of conflict or civil unrest leading to the development of extremist views;
- significant shifts in the child's conduct to suggest new social influences;
- conflict with family or school over beliefs, lifestyle, dress choices;
- evidence of support (verbal or written) for terrorist acts or extremist groups / views;
- has the child witnessed, or been the victim of racial or religious hate crime or sectarianism?

Travel:

- is there a pattern of travel within / outside the UK for the purposes of extremist activity?
- has the child travelled for extended periods of time to locations associated with extremist activity?
- has the child ever sought to disguise their true identity?

Social Factors:

- experience of poverty, disadvantage, discrimination or social exclusion
- lack of meaningful employment or engagement appropriate to their skills
- a lack of affinity with others or social exclusion from their peer groups;
- learning difficulties or mental health needs;
- a simplistic or flawed understanding of religion or politics;
- involvement with crime;
- a foreign national, refugee or awaiting a decision on their immigration status;
- insecure, conflicted or absent family relationships;
- a significant adult in the child's life who has extremist views or sympathies.

These signs and indicators are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts. However, staff should always report to the DSL, regardless of how small they think the sign is.

Channel Referrals

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf), the panel that reviews and refers individuals to programmes to challenge extremist ideology. As a School we recommend these referrals will be discussed with the DSL first and then s/he will make the referral.

Further advice is also available from the DfE dedicated helpline for staff and Governors: 0207 3407 264 and also on counter-extremism@education.gsi.gov.uk

As a School, we also have a separate document detailing the procedure for a 'Missing Child' and are fully aware that a missing child could indicate abuse or neglect. (KCSIE, July 2015) This document should be read alongside this policy.

Appendix 4:

Sample Record of induction training in School Child Protection Procedures:



To: _____ Date: _____

From: Miss Karen Stebbings [as Designated Safeguarding Lead]

Subject: TRAINING ON SAFEGUARDING CHILDREN PROCEDURES

Action needed: Please read the booklet, then sign and return this form to Miss Judith Jameson, Bursar, for our records.

Introduction:

As Designated Safeguarding Lead (DLS), I am keen to ensure that everyone working here has adequate basic knowledge of Child Protection Procedures.

The DSL/DDSLs are always happy to discuss Safeguarding Children matters, and would also draw your attention to the full Child Protection policies on our school website.

Response required from you:

I have received and read the 'Safeguarding and Child Protection Policy' and KCSIE (2018) Part 1 and Annex A.

Specific information you need to retain:

1. Name and contact details for Designated Safeguarding Lead and Deputies;
2. 'What is Child Abuse'?
3. Symptoms of Child Abuse;
4. Action for you to take if a pupil wishes to report/disclose abuse / alleged abuse;
5. Reporting a child protection concern, with the emphasis on doing the same day that information is received; and,
6. The written record of a child protection concern, to be completed as far as possible.

SIGNED DATE

PRINT NAME:

Appendix 5:

Allegations against a member of staff or volunteer

Suspension of a member of staff or volunteer

This is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child
- The allegations are so serious as to constitute grounds for dismissal, if proven
- The police are investigating allegations of criminal misconduct

If a member of staff is suspended, written confirmation will be dispatched within one working day giving details of the suspension. A named contact in school for support will be given at that time (usually the DSL).

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached
- Interview a member of staff before suspending him or her
- Keep him or her informed of progress of the investigation

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend (or Trade Union representative).

Any member of staff who is suspended will be entitled to be kept informed of progress, and also any further support required.

Alternatives to Suspension

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave
- Giving him or her non-contact duties
- For a teacher, ensuring that a second adult is always present in the classroom

Length of Investigatory Process

We recognise that everyone's interests are served by completing any investigatory process as swiftly as possible. DGS is a small community and we will aim to spend as little time as is compatible with a fair and impartial investigatory process. We would expect almost every case to be completed within one month.

Compromise Agreements

DGS policy is to follow the DFE guidance set out in “Keeping Children Safe in Education” on the use of compromise agreements in cases of child abuse, which is: *“Compromise agreements, by which a person agrees to resign, and a school.. ... agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any case, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to the Independent Safeguarding Authority where circumstances require it”.*

Handling False, Unfounded, Malicious or Unsubstantiated Allegations

The Child

A child who has been the centre of a false, unfounded, malicious or unsubstantiated allegation of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a professional programme that best meets their needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from the School Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child’s own family and/or community.

However much support the child may need in such circumstances, we need to be sensitive to the possibility that the aftermath of such allegations of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child’s best interests to move to another school. We would do our best to help them to achieve as smooth a transition as possible, working closely with the parents or guardians.

The Member of Staff

A member of staff could be left at the end of a false, unfounded, malicious or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of “no smoke without fire”. If issues of professional competency are involved, and, though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the School community. A short sabbatical or period of re-training may be appropriate.

Appendix 6:

Key Contact Numbers

Local Authority Designated Officer (LADO):

Derby:

Tel: (01332) 642376

Derbyshire:

Tel: (01629) 535353 / (01629) 533190

Derby Safeguarding Children Board

The Gatehouse

184 Kedleston Road

Derby

DE22 1GT

Tel: (01332) 642351

Derbyshire Safeguarding Children Board

Derbyshire County Council

North Block

County Hall

Matlock

Derbyshire

DE4 3AG

Tel: (01629) 535716

Derby City Council First Contact Team: Tel: (01332) 641172

Derbyshire Police:

Tel: 101

Human Trafficking:

Tel: 0800 0121 700

Anti-terrorism:

Tel: 0800 789 321

Independent Schools Inspectorate

CAP House

9 - 12 Long Lane

London

EC1A 9HA

Tel: 020 7600 0100

Disclosure and Barring Service: Address for referrals: PO Box 181, Darlington DL1 9FA

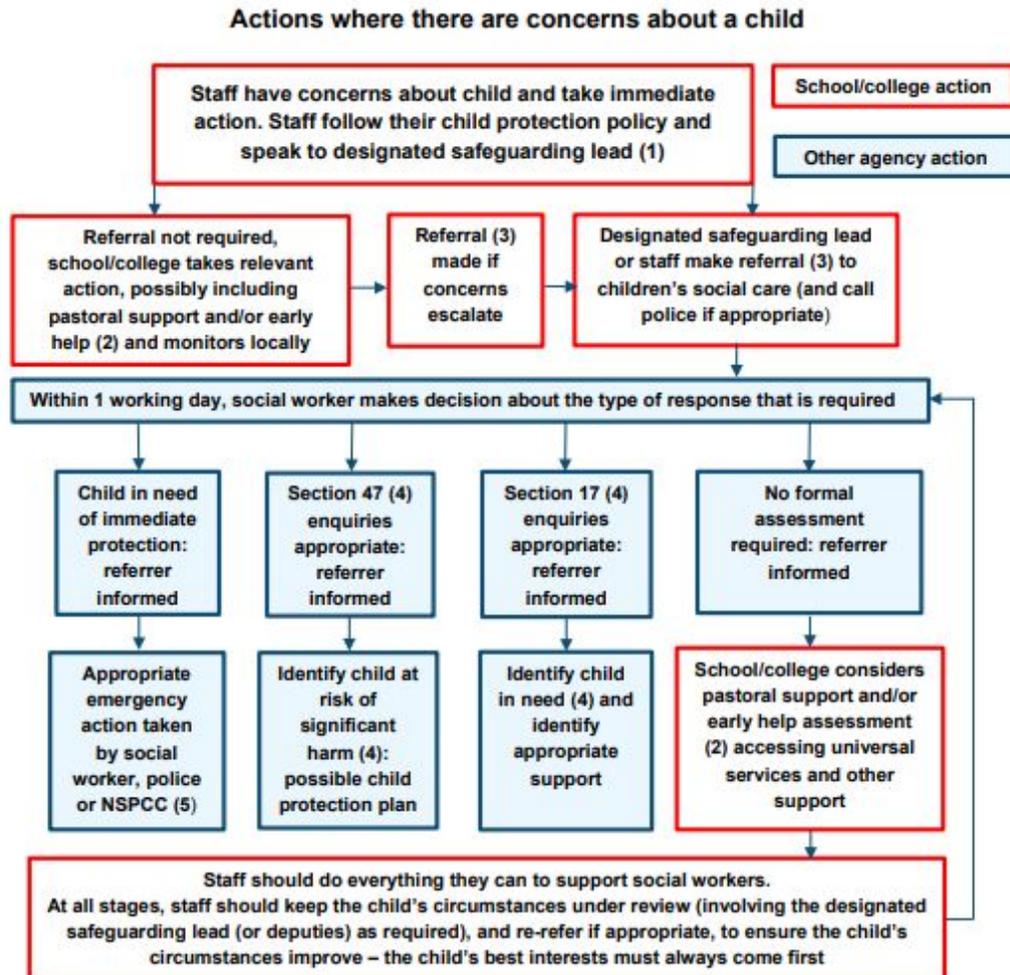
Telephone for referrals: 01325 953 795

Other useful numbers

NSPCC www.nspcc.org.uk helpline 0808 800 5000
Childline www.childline.org.uk 0800 1111
Young Minds www.youngminds.org.uk

The Samaritans can be called at any time free 116123 or 01332 364444

**Appendix 7:
Action when a child has suffered or is likely to suffer harm**



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

Appendix 8:

Designated Safeguarding Lead and Deputy Designated Safeguarding Lead - Job Description

- to ensure the School safeguards the welfare of all our pupils;
- ensure child protection and safeguarding issues are managed in accordance with current legislation
- all referrals are made to the required agencies and staff; and
- pupils & governors are equipped with the information and skills to support the welfare of all within our community.

Role and Responsibilities:

- to be available (or put cover in place) to discuss safeguarding concerns during school hours
- the DSL/DDSL is given the authority required to effectively undertake the role
- the DSL/DDSL will make safeguarding referrals in accordance with LSCB guidance to Children's Social Care and the Police where necessary and will support other staff in making referrals
- the DSL/DDSL will be the lead source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies
- the DS/DDSL will refer cases to the Channel programme and support staff in making referrals
- the DSL/DDSL will refer cases to the DBS and Police where required if a person has been dismissed due to risk/harm to a child
- the DSL/DDSL will foster productive working relationships with the LSCB, Designated Officers (LADO), Children's Social Care, Police and other external safeguarding agencies
- the DSL/DDSL, where it is not the Head, is to report directly to the Head as appropriate and ensure that there is always cover for this role
- the DSL/DDSL is to keep the Governing body informed of safeguarding and welfare matters by reporting incidents to the Nominated Governor for Safeguarding and then making a termly report to him/her and reporting annually to the Full Board of Governors
- the DSL/DDSL is to ensure that staff and students know how to report concerns, and that they are taken seriously and acted upon quickly
- the DSL/DDSL will keep detailed, accurate, secure written records of referrals/concerns
- the DSL/DDSL will maintain a sound working knowledge of the possible signs of abuse and neglect and behaviours or circumstances that are likely to put a child or young person at risk
- the DSL/DDSL will review the Safeguarding and Child Protection Policy annually (as a minimum) in consultation with the Nominated Governor and other safeguarding staff
- the DSL/DDSL will undergo LSCB Multi-Agency Safeguarding Training at least every two years and will undertake Prevent awareness training. They will attend other DSL meeting and training
- the DSL/DDSL will deliver or arrange Safeguarding Induction Training to new staff/volunteers and refresher training to all staff/volunteers at regular intervals (at least 3 yearly). Staff will also receive further training and updates on a minimum of an annual basis
- the DSL/DDSL will liaise with the Bursar who keep records of staff/volunteer safeguarding training

- the DSL/DDSL will ensure that all staff read the document 'Keeping Children Safe in Education Information for School and College Staff
- the DSL/DDSL will work with the Coordinator of PHSE and Citizenship to ensure safeguarding topics are integrated into PHSE lessons
- where a child or young person leaves the school, the DSL/DDSL will personally ensure that their safeguarding file is forwarded securely to the new establishment as soon as possible, but transferred separately from the main pupil file. Once the file is transferred the copy that has been taken should be destroyed. The DSL/DDSL will ensure that parents and guardians have easy access to copies of the safeguarding and child protection policy so they can make referrals of suspected abuse or neglect.
- The DSL/DDSL is responsible for dealing with online safety.

Appendix 9:

Safer Recruitment

The following staff at Derby Grammar School have received Safer Recruitment training:

Mrs Lesley Reynolds	Deputy Head
Miss Judith Jameson	Bursar
Mrs Margaret Viles	Governor

Appendix 10:



**Derby
Grammar
School**

Bringing education to life.

Safeguarding concern report form

Child's full name:	
Child's date of birth:	
Address:	
Mother's full name:	Telephone number:
Father's full name:	Telephone number:

Nature of Concern (Tick all that apply)

Learning <input type="checkbox"/>	Behaviour <input type="checkbox"/>	Attendance <input type="checkbox"/>
Health <input type="checkbox"/>	Welfare <input type="checkbox"/>	Other <input type="checkbox"/>
		Please specify

Details of Concern

<u>Date and Time of Incident</u>

Other Children Present

Staff Present (The member of staff reporting concern must sign and date form)

Incident Record (Please ensure that the information recorded is factual and based upon clear observation - distinguish fact from opinion. If the information is third party make this clear)

Continue on separate sheet if required and attached securely to form

Child's views, wishes and feelings

Where the child has been spoken to in respect of the concern, accurately record the details of the discussion, particularly in respect to what the child wishes to happen next.

Continue on separate sheet if required and attached securely to form.

Name (Print).....

Date

Designation.....

Signature.....

*****This form must be discussed with the DSL ASAP*****

Date reviewed:	June 2018 (amendments made September 2018 in light of new legislation)
Date of next review:	June 2019
Signed:	T. Wilson
Position:	Chair of Governors