



St Wystan's
A REPTON SCHOOL

SAFEGUARDING & CHILD PROTECTION POLICY

This policy includes the Early Years Foundation Stage (EYFS)

ISI Policy no: 7a	
Policy History	
Policy Owner	Headteacher
Reviewed and updated	19th Aug 2025 Updated 12th November 2025
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All staff to read this policy in conjunction with
https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping_children_safe_in_education_2025.pdf

(Part 1 and Annex B), the E-safety Policy, the Behaviour Policy, the Staff Code of Conduct and the SEND Policy.

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Key Contacts

School staff with specific safeguarding responsibilities

Safeguarding Role	Name and Role	School/College contact details
Designated Safeguarding Lead	Ms Kara Lebihan Headteacher	klebihan@stwystans.org.uk 01283 703258
Senior Leader(s) available for contact in the absence of the designated safeguarding lead	Mrs Catherine Ralph Deputy Headteacher	cralph@stwystans.org.uk 01283 703258
Deputy Designated Safeguarding Lead	Mrs Catherine Ralph Deputy Headteacher	cralph@stwystans.org.uk 01283 703258
SENCo	Mrs Anne-Marie Lawrence	Amlawrence@stwystans.org.uk 01283 703258
Designated Safeguarding Governor/ Trustee	Mrs Vickie Barnatt	Contact via school office on 01283 703258
Designated Teacher for Looked After/ previously Looked After Children	Mrs Catherine Ralph Deputy Headteacher	cralph@stwystans.org.uk 01283 703258
Senior Lead for Mental Health and Well-being	Mrs Catherine Ralph Deputy Headteacher	cralph@stwystans.org.uk 01283 703258
Governor/Trustee for Mental Health and Well-being	Mrs Vickie Barnatt	Contact via school office on 01283 703258
PHSE/RSE Lead	Mrs Beth Bennett	bbennett@stwystans.org.uk
SLT Digital Lead	Ms Kara Lebihan Headteacher	klebihan@stwystans.org.uk 01283 703258
Data Protection Officer	Miss Natasha Lomas Operations manager	operations@stwystans.org.uk 01283 703258

Other Key Local Safeguarding Contacts

Early Help Advice	Early Help Development Team Laura.Wilkinson@derbyshire.gov.uk David.Beris@derbyshire.gov.uk 01629 53261
Targeted Early Help requests	Requests for support from professionals, should be made via the online request for support unless a child is at risk of Significant Harm
Speak to a Social Worker for thresholds advice and consultation	Starting Point Consultation and Advice Service for Professionals 01629 535353
Referrals to Local Authority	Starting Point Urgent: 01629 533 190 Non urgent: 01629 535353

Children's Social Care	Starting Point online
Local Authority Designated Officer (LADO)	Derby and Derbyshire LADO referral form Email: professional.allegations@derbyshire.gov.uk
Derbyshire Police	<ul style="list-style-type: none"> • 999 for emergencies or 101 for non-emergencies • Mandatory reporting of Female Genital Mutilation (FGM) via 101 • School/College Police Safer neighbourhood team or link officer • Also see When to call the police – guidance for schools and colleges
Prevent (radicalisation and extremism)	<ul style="list-style-type: none"> • For advice contact the Local Authority Prevent Team: Derbyshire - 01629 538473 or prevent@derbyshire.gov.uk Derby - 07765 222032 or sally.siner@derby.gov.uk • Police Prevent (radicalisation/extremism) Team on 101 or directly via 0300 1228694. For emergencies phone 999. See Refer someone to the Derbyshire Prevent Team (Derbyshire Constabulary) • Reporting extremism concerns about an adult working in an education setting submit the details at report extremism in education
Education Welfare and Local Authority Children Missing Education (CME) Officer	<ul style="list-style-type: none"> • Derbyshire Education Welfare Services • CME: CS.CMECoordinators@derbyshire.gov.uk • See Children missing from education for further information on guidance, policies and procedures relating to school age children missing from education
Virtual School for Looked After Children	<ul style="list-style-type: none"> • Rachel Moore, Head of the Virtual School for Children in Care 07798 882876 or rachel.moore@derbyshire.gov.uk
Emotional Health and Well-being Services	emotional well-being and mental health services , Specialist Community Advisors .
Domestic Abuse	<ul style="list-style-type: none"> • Safer Derbyshire domestic abuse webpage • Derbyshire constabulary - information and advice about domestic abuse webpages
Harmful Sexual Behaviour Service	Action for Children Pathway Programme Service for harmful sexual behaviours. pathwayservice@actionforchildren.org.uk
Cyberchoices	For children at risk of being drawn into cybercrime via East Midlands Cyber Secure
Homelessness or at risk of homelessness	Homeless prevention South Derbyshire District Council

Key National Contacts

Organisation	Description and contact details
NSPCC helpline for adults	<p>Helping adults protect children 24 hours a day. For help and support, including anyone needing advice about female genital mutilation, young people affected by gangs, concerns that someone may be a victim of modern slavery contact the NSPCC trained helpline counsellors on:</p> <ul style="list-style-type: none"> • Text 88858 • 0808 800 5000 • help@nspcc.org.uk

Organisation	Description and contact details
NSPCC helpline Report Abuse in Education	Bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals who need support and guidance including for non-recent abuse: <ul style="list-style-type: none"> • 0800 136 663 • help@nspcc.org.uk
NSPCC Whistleblowing Advice	Free advice and support for professionals concerned about how child protection issues are being handled in their organisation: <ul style="list-style-type: none"> • 0800 028 0285 • help@nspcc.org.uk
UK Safer Internet Centre professional advice line	Helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care: <ul style="list-style-type: none"> • 0844 381 4772 • helpline@saferinternet.org.uk
Police Anti-Terrorist Hot Line number	0800 789 321
National Domestic Abuse Helpline	Hosted by Refuge , Helpline 0808 2000247
Operation Encompass	Resources for schools include free advice from an Education Psychologist about how best to support children via National Helpline 0204 513 9990
Report harmful online content	<ul style="list-style-type: none"> • UK Safer Internet Centre – report online harm. A national reporting centre that has been designed to assist anyone in reporting harmful content online • CEOP – to report online sexual abuse or the way someone has been communicating online • Report online material promoting terrorism or extremism
Report Abuse in Education helpline	<ul style="list-style-type: none"> • Young people who have experienced abuse at school and parents and teachers who are concerned about sexual abuse in education settings can call the Report Abuse in Education helpline on 0800 136 663 or email help@nspcc.org.uk
Harmful Sexual Behaviour Support Services	<ul style="list-style-type: none"> • SWGfL Harmful Sexual Behaviour Support Service for the children's workforce 0344 2250623 or email hsbsupport@swgfl.org.uk • Stop it now! For worries about a child's sexual behaviour, 0808 1000 900. Includes Shore which provides a safe and anonymous place for young people to get help and support. The aim is to prevent harmful sexual behaviours among young people.

1. Introduction and School Context

St Wystan's School is a co-educational independent Prep School situated in Repton, South Derbyshire. Th

Our school will prevent and respond to abuse, neglect and exploitation by ensuring that the ethos and atmosphere of the school is conducive to a safe environment. Pupils and parents/carers will feel supported and able to report safeguarding concerns to any member of staff. Staff will feel they are supported by colleagues and the senior leadership team, including the governing body, and are able to report and seek advice and guidance on any safeguarding concerns, including those regarding colleagues or themselves. We will protect children at risk of abuse or neglect by having procedures in place that reflect current legislation, guidance and best practice.

As part of our safeguarding ethos, we encourage children to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We will ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps will be taken to offer a balanced presentation of opposing views to pupils. We will ensure that reasonable steps are taken to ensure visitors to the school do not share messages with the school community which are contrary to our school ethos and beliefs.

Safeguarding is everybody's responsibility and, as such, this policy applies to all staff and volunteers working in the school. An allegation, disclosure or suspicion of abuse, or an expression of concern about abuse, could be made to any member of staff, not just those with a teaching or welfare-related role. Similarly, any member of staff may observe or suspect an incident of abuse.

2. Child Protection Statement

We take our definition of safeguarding from KCSIE (September 2025). This is now in line with the working together to safeguard children 2023 guidance.

Safeguarding and promoting the welfare of children is now defined as:

- Providing help and support to meet the needs of children as soon as problems emerge;
- Protecting children from maltreatment, whether that is within or outside the home, including online;
- Preventing the impairment of children's mental and physical health or development;
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act, without delay, to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

3. Policy Aims

- To ensure school takes appropriate action, in a timely manner, to safeguard and promote the welfare of all children;
- To ensure responsibilities and procedures are fully understood and that everyone can recognise signs and indicators of abuse or neglect and respond to them appropriately;

- To ensure that the school's practice meets local and national guidance, and all statutory requirements are in place;
- To ensure all staff follow the school's commitment to act in the best interests of the child.

4. Key Principles

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. No single practitioner can have a full picture of a child's needs and circumstances. To fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interest of the child in identifying concerns, sharing information and taking prompt action.

- The child's needs and welfare are paramount. All children have a right to be protected from abuse, neglect and exploitation, and have their welfare safeguarded.
- Keeping Children Safe in Education (KCSIE) reminds us that all staff should maintain an attitude of "it could happen here" where safeguarding is concerned.
- Children should be listened to and their views and wishes should inform any assessment and provision for them. Staff should always act in the interests of the child, in order to protect them.
- The school recognises that scrutiny, challenge and supervision are key to safeguarding children.
- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment. *'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.'* (DfE 2012)
- All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. (DfE 2020)
- All staff have responsibility to report their concerns about a child **without delay** to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **anyone** can refer their concerns to children's social care directly in emergencies or if they feel they need to do so.
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm. Concerns about a child should always lead to help for a child at some point and the child's situation should improve.
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them. *'Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.'* Working Together to Safeguard Children (DfE 2018).
- The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Local Authority and the Local Safeguarding Children Partnership procedures and provide them with information as required.
- Staff, children and families will need and be given support following child protection processes being followed.

- Children have a right to learn ways to keep themselves safe from harm and exploitation.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children’s social care (and if appropriate the police) is made immediately.

5. Legislation and Guidance

This policy is based on the Department for Education’s statutory guidance [KCSIE 2025](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

This policy is also based on the following legislation and guidance:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\) Prevent duty guidance: Guidance for specified authorities in England and Wales \(publishing.service.gov.uk\)](#)
- [The use of social media for online radicalisation - GOV.UK \(www.gov.uk\)](#)
- <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Schools and colleges must have regard for the DfE statutory guidance [KCSIE 2025](#). **This safeguarding policy should be read alongside this statutory guidance and all staff must read and understand at least part 1 and annex B of this guidance.**

Local authorities have a duty to make enquiries under [section 47](#) of the **Children Act 1989** if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out.

A ‘child in need’ is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under [section 17](#) of the Children Act 1989.

[Section 175](#) of the **Education Act 2002** places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools by virtue of regulations made under [section 157](#) of the same Act.

[Working Together to Safeguard Children](#) (DfE 2018) provides additional guidance which makes it clear that protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies. In addition, Working Together to Safeguard Children also reinforces the need to take action to provide early help before statutory services are required. Early Help refers to support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

'Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' DfE 2018

The school therefore understands its responsibility to engage with other professionals in Early Help Assessments when a child's needs, according to the Local Safeguarding Children Partnership's Responding to Need and Level of Needs framework, sit below the requirement for a statutory assessment.

The Counter-Terrorism and Security Act 2015 places a duty upon local authorities and educational providers to 'have due regard to the need to prevent people from being drawn into terrorism'. The DfE has provided statutory guidance for schools and child care providers: '[The Prevent Duty](#)' (June 2015). The guidance summarises the requirements of schools and childcare providers in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Our school will ensure that staff are aware of the indicators of extremism and radicalisation and know how to respond in keeping with local and national guidance. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral via Children's Services to the Channel programme. Equally, children will be made aware of the risks and support available to them. We will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. The Government has developed an 'educate against hate' website providing information and resources for schools and parents to support them to recognise and address extremism and radicalisation in young people. Given Derby is a priority area, schools can seek additional advice from the Local Authority's Prevent Coordinator or Local Authority's Prevent Education Officer. A risk assessment is in place for any visitors in school delivering content to pupils – this is overseen and signed off by the Headteacher.

'Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM or Breast Ironing appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:

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

[Statutory guidance on FGM](#) sets out responsibilities with regards to safeguarding and supporting girls affected by FGM. The school will also consult the government guidance [Multi-agency statutory guidance on female genital mutilation](#) (revised 2016) and will have reference to guidance provided by the National FGM Centre [FGM Schools Guidance - National FGM Centre](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

In addition, the school recognises the important role schools have in safeguarding children from Forced Marriage. (The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk.)

Early years providers have a duty under section 40 of the **Childcare Act 2006** to comply with the welfare requirements of the [Statutory Framework for the Early Years Foundation Stage](#) which applies to the EYFS and After School Care.

The [Teachers' Standards](#) (DfE 2013) also requires all teachers to 'uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, including:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others'

In addition, the **Sexual Offences Act 2003** makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person below the age of 18, even if that pupil is over the age of consent. In addition, it would be a breach of trust to have a relationship with any school student over the age of 18.

The school and this policy also take account of additional DfE guidance including:

- [CSE Definition and guidance for practitioners](#) DfE 2017
- [Criminal Exploitation of children and vulnerable adults: County Lines Guidance](#) DfE 2017
- [Disqualification under the Childcare Act](#) DfE 2006
- [Information sharing: Advice for practitioners providing safeguarding services](#) HMG 2018
- [The Prevent Duty - Departmental advice for schools and childcare providers](#) DfE 2015
- [How social media is used to encourage travel to Syria and Iraq](#) DfE 2015 (Briefing note for schools)
- [What to do if you are worried a child is being abused: Advice for practitioners](#) DfE 2015
- Other DfE statutory guidance including: attendance and children who go missing from home or care which is found here <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>
- County lines and criminal exploitation toolkit - [County Lines Toolkit For Professionals | The Children's Society \(childrenssociety.org.uk\)](#)
- Mental health and behaviour in schools guidance - [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- Every Mind Matters - [Mental wellbeing | Overview | PHE School Zone](#)
- Forced Marriage - [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](#)

Additional DfE/Gov guidance can be found here:

We comply with this guidance and the procedures set out by our local safeguarding Children Partnership, Derby and Derbyshire Safeguarding Children Partnership (DDSCP). This policy and its associated procedures address the Independent Schools' Standards Requirements (ISSRs) Part 3 – Welfare, health and safety of pupils, and are in accordance with locally agreed inter-agency procedures.

6. Definitions of Abuse

Neglect, physical abuse, sexual abuse or emotional abuse can be inflicted or knowingly not prevented, usually by adults towards children. In the majority of cases the adult is somebody known and trusted by the child, for example, a relative or close friend of the family. Some individuals seek to use voluntary and community organisations to gain access to children. It is necessary to have an open mind when the possibility arises that a member of the school is suspected of abuse or inappropriate activity. The school recognises the vulnerability of pupils with SEND where abuse is suspected and seeks to support them accordingly. We recognise that abuse can take place wholly online or that technology may be used to facilitate offline abuse. Safeguarding incidents and /or behaviours can be associated with factors outside the school and /or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputy) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Abuse includes instances where a child sees, hears or experiences the effects of domestic violence.

Abuse, Neglect and Exploitation

All staff are aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse, neglect and exploitation so that staff are able to identify cases of children who may be in need of help or protection. Staff are aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap. All staff, but especially the designated safeguarding lead, and deputy, consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation. Staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around

chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

Indicators of Abuse, Neglect and Exploitation (KCSIE 2025)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); 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. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic Abuse

Domestic Abuse can include but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Through the @safeguarding email address, the DSL and DDSL receive notifications from SDAT (Stopping Domestic Abuse Together) to quickly notify them of any incidents of domestic abuse where the Police have attended a household where children live. This enables schools to understand changes in a child's behaviour, attitude or general presentation and to support children if needed. This information will be disseminated to staff on a 'needs to know' basis.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

More information including definitions and indicators are included in Annex B. It does not always involve physical contact and can happen online.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

Some of the following can be indicators of both child criminal and sexual exploitation:

- going missing for periods of time or regularly returning home late
- skipping school or being disruptive in class
- appearing with unexplained gifts or possessions that can't be accounted for
- having mood swings and changes in temperament
- using drugs and/or alcohol
- they may also show signs of unexplained physical harm, such as bruising and cigarette burns

Some additional specific indicators that may be present in CSE are children who:

- experiencing health problems that may indicate a sexually transmitted infection
- display inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting")

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into threatening/committing serious violence to others.

The indicators of county lines.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as

- being male;
- having been frequently absent or permanently excluded from school;
- having experienced child maltreatment;
- having been involved in offending, such as theft or robbery;
- going missing **from school or home** and being subsequently found in areas away from their own;
- having been the perpetrator or **alleged** perpetrator of serious violence (e.g. knife crime), as well as the victim.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Honour based abuse or violence/Forced Marriage and Female Genital Mutilation

Whenever a teacher or member of staff suspects this to have been carried out it is mandatory for them to report such to the police and DSL immediately who will involve children's social care.

Signs of HBV and FGM may include but are not limited to:

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.
- Pupil expressing intimate personal pain or discomfort

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Mental Health

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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, 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. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the designated safeguarding lead or a deputy.

Where children have suffered abuse, neglect or exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. St Wystan's staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school.

Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance, <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>.

Child-on-child Abuse

At St Wystan's School, we take a zero-tolerance approach to child-on-child abuse. We are aware that no reported cases of child-on-child abuse does not mean it is not happening in our school. All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. Is it clear to staff that girls and some vulnerable groups such as children with SEND or gender questioning children are more likely to be victims and that boys are more likely to be the perpetrators. It is important that all staff recognise the signs of child-on-child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Staff should also recognise that safeguarding issues can manifest themselves via child-on-child abuse.

Further information regarding the signs and indicators of abuse are set out in the DfE guidance Keeping Children Safe in Education (DfE 2025) or Derby and Derby and Derbyshire Safeguarding Children Partnerships Procedures Manual. This includes amongst others, the definitions and indicators of Child Sexual Exploitation, Child Criminal Exploitation (including County Lines), Serious Violence, Female Genital Mutilation, Forced Marriage, Honour Based Abuse, Child-on-child abuse, Sexual Violence and Sexual Harassment (including sexting), Vulnerabilities to Extremism and Children Missing Education.

It is important that when staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

The School is aware that the Lucy Faithfull Foundation in collaboration with the Home Office, has developed 'Shore Space', an online resource which works to prevent harmful sexual behaviour, and will use this as necessary to support pupils who are concerned about their own or someone else's sexual thoughts and behaviour

Preventing pupils from being targeted to participate in radicalism or terrorism

Radicalisation is defined as 'the process of a person legitimising support for, or use of, terrorist violence'. The school will, in response to section 26 of the Counter-Terrorism and Security Act 2015, have due regard to the need to prevent pupils and staff from being drawn into terrorism. This is known, in brief, as the Prevent Duty. The school takes the following actions:

The Safeguarding team assess the influences and risks to which pupils may be exposed within the school, the locality, the social media, the internet and their homes. The results of the risk assessment will be acted upon.

If any risks or influences are discovered, the above team formulate strategies to eliminate them and inform all staff of such strategies and dangers immediately. Staff receive training in how to identify signs of radicalism in pupils through observing changes in behaviour etc. Staff are advised on actions to take should they identify such (reporting to DSL immediately).

The DSL and senior leaders ensure the school SMSC policy and programme incorporates specific sections that assist the pupils to understand the dangers of extremist arguments. The DSL and senior leaders ensure the school IT and e-safety policies have safety procedures in place to block any possible route for pupils to be targeted online or through the internet where they may be susceptible to terrorist or extremist material. The school also ensures that suitable filters are in place to safeguard pupils against potentially harmful and inappropriate material online.

The DSL ensures parents are aware of online safety, and support them keeping their children safe online and from radicalisation. If the DSL suspects a pupil is being radicalised they may discuss the matter with parents if deemed safe to do so. If the DSL considers the child to be at risk of significant harm, he/she may act without informing the parents.

Signs of Radicalisation may include but are not limited to: (see Preventing Extremism and Radicalisation Policy)

- Being increasingly secretive with online activities
- Expressing feelings of an 'us and them' mentality
- Becoming argumentative and domineering in their viewpoints
- Ignoring views that contradict their own
- Losing interest in activities and friends they used to enjoy spending time with
- Downloading extremist content and seeking those that have extremist views
- Making travelling plans

Extremism

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

1. negate or destroy the fundamental rights and freedoms of others; or
2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or intentionally create a permissive environment for others to achieve the results in (1) or (2)."

7. Pupils with special educational needs and disabilities

We recognise that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline, including being more vulnerable in terms of child-on-child abuse. Children with disabilities are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse, neglect and exploitation in this group, including:

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

- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENCO. Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Pre and non-Verbal pupils

At SWS, we recognise that some pupils are not able to verbally communicate their concerns and worries. To safeguard our pre-verbal and non-verbal pupils, we will strive for extra vigilance to identify changes in behaviour and notice extreme behaviour, which could be indicators of abuse. We will always try to communicate in different ways and will 'listen' to all pupils, through their use of non-verbal communication, such as body language and visual prompts and symbols.

Elective Home Education (EHE)

Many home educated children have a positive learning experience. However, elective home education can mean that some children are not in receipt of suitable education. If the parent/carer of a child with an education, health and care (EHC) plan has expressed their intention to educate their child at home, St Wystan's will contact local authorities as they will need to review the plan and work closely with parents/carers.

Further information can be found:

- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/SEND_Code_of_Practice_0_to_25_years.pdf)
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/SEND_Code_of_Practice_0_to_25_years.pdf)
- SENDIASS – [West Midlands \(councilfordisabledchildren.org.uk\)](https://www.councilfordisabledchildren.org.uk/)
- [Learning Disability - Down's Syndrome - Williams syndrome | Mencap](https://www.mencap.org.uk/learning-disability)

8. Communicating with parents and visitors

The school is committed to the principles of Working Together to Safeguard Children which states that a *'child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.'*

The following statement is provided to parents/carers so they are aware of the school's responsibilities: *'The school ensures children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, how to avoid situations where they might be at risk including by being exploited.'*

The school also has a statutory responsibility to share any concerns it might have about a child in need of protection with other agencies and in particular police, health and children's services. Schools are not able to investigate child protection concerns but have a legal duty to refer them. In most instances the school will be able to inform the parents/carers of its need to make a referral. However, sometimes the school can in certain circumstances share information without the consent of the family and may be advised by children's services or police that the parent/carer cannot be informed whilst they investigate the matter or make enquires. We understand the anxiety parents/carers understandably feel when they are not told about any concerns from the outset. The school follows legislation that aims to act in the interests of the child.

The school will always seek to work in partnership with parents and other agencies to ensure the best possible outcomes for the child and family.'

The following notice is made available to all visitors in reception. In addition, all visitors are provided with additional safeguarding guidance through our safeguarding leaflet.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. We would expect you to also report to the Headteacher or Deputy Designated Safeguarding Lead any behaviours of any adults working in the school that may concern you. By signing into our school you are agreeing to follow the school's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers.

The names and photographs of the Designated Safeguarding Lead and those who deputise for them are displayed on posters around School.

9. Roles and responsibilities

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. We would expect staff to also report to the Headteacher or Deputy Designated Safeguarding Lead any behaviours of any adults working in the school that may concern you. By signing into the school all adults agree to follow the school's safeguarding advice to visitors and where appropriate the code of conduct for staff and volunteers.

The Headteacher: Ms Kara Lebihan

The Chair of Governors: Mr Daniel Lewis

The Designated Safeguarding Lead for Child Protection: Ms Kara Lebihan

The Deputy Designated Safeguarding Lead: Mrs Catherine Ralph

The nominated Link Safeguarding Governor: Mrs Vickie Barnatt

The nominated governor for dealing with allegations against the Headteacher: Mr Daniel Lewis

All staff (and volunteers) should:

- Contribute to ensuring students learn in a safe environment.
- Maintain the belief that *'it could happen here'*.
- Read and understand as a minimum Part 1 and Annex B of the DfE (2025) guidance Keeping Children Safe in Education and engage in training which enables them to identify children who may need additional help or who are suffering or likely to suffer significant harm and take appropriate action. Staff should have an understanding of the specific safeguarding issues outlined in part 1 of the DfE (2025) guidance KCSIE e.g. fabricated or induced illnesses, faith abuse. Staff should be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting can put children in danger. Staff should be alert to the signs of child-on-child abuse and take appropriate action.
- Recognise that children's behaviour is a form of communication and may be an indicator that they are suffering harm or that they have been traumatised by abuse

- Recognise that any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs
 - has special educational needs (whether or not they have a statutory education health care plan)
 - is a young carer
 - is showing signs of being drawn in to
 - anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - is frequently missing/goes missing from care or from home
 - is misusing drugs or alcohol themselves
 - is at risk of modern slavery, trafficking or exploitation
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
 - has returned home to their family from care
 - is showing early signs of abuse and/or neglect
 - is at risk of being radicalised or exploited
 - is a privately fostered child
 - has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
 - has a parent or carer in custody or is affected by parental offending
 - is frequently missing/goes missing from education, home or care
- Report any concerns about a child's welfare without delay to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
- Ensure that they record their concerns using the school's agreed reporting procedure (appendix 1) in a contemporaneous fashion. The child's voice will be made clearly evident.
- Ensure that concerns relating to children remain confidential and are only shared with the appropriate safeguarding staff.
- Understand that any member of staff can make a referral to children's services should that be required, informing the Designated Safeguarding Lead of any action taken.
- Report any concerns without delay about the behaviour of an adult towards a child to the Headteacher, Chair of Governors or, if required, the Local Authority Designated Officer for Allegations against Staff.
- Understand their responsibility to escalate their concerns and 'press for reconsideration' if a child remains at risk or their needs are not met. This includes the understanding that any member of staff can make a referral to Children's Services if required to do.
- Teachers and those providing teaching **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.
- Follow the school's policies including this child protection policy and the school's code of conduct for adults.
- Be aware safeguarding issues can manifest themselves via child-on-child abuse.
- Understand that it may be appropriate to discuss with the Headteacher matters outside of work, which may have implications for the safeguarding of children in the workplace. This includes information about themselves. Staff will ensure that they are aware of the circumstances where this would be applicable.
- Be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives (in or out of school or online), may impact on their work with children.

- Be aware that if their role is within the scope of the Childcare Act 2006 and they commit a relevant offence that would appear on their DBS certificate or they become disqualified under the Childcare Act 2006, then they must inform their Headteacher.
- Be aware that they should inform their Headteacher of any cautions, convictions or relevant orders accrued during their employment, and/or if they are charged with a criminal offence.
- Understand that some children, including those with Special Educational Needs or are Looked After, may be more vulnerable to abuse.
'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This can include:
 - *assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;*
 - *children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and*
 - *communication barriers and difficulties in overcoming these barriers.'* (DfE 2016)

The DfE has provided additional practice guidance '[Safeguarding Disabled Children](#)' DfE 2009.

- Have access to the school's managing allegations against adults procedures and whistleblowing policy. (The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday or Email: help@nspcc.org.uk.)
- Have access to [What to do if you are worried a child is being abused 2015: Advice for practitioners](#) (DfE 2015).
- Understand that any indication of failure to follow any of the procedures set out within this policy will lead to a formal investigation by the school.

All staff should ensure that they disclose information about themselves relating to the above to the Headteacher as soon as possible. School will create an environment and culture where staff are supported and empowered to be able to do this.

The Governing Body should ensure that:

- They are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The school meets the statutory responsibilities set out in Keeping Children Safe in Education (DfE 2025) and Working Together to Safeguard Children (DfE 2018).
- The school has a strategy for providing early help together with other agencies and supporting children and families by carrying out early help assessments, drawing upon the Derby and Derbyshire Safeguarding Children Partnership (DDSCP) 'Responding to Needs Framework.'
- The child protection policy is reviewed at least annually by the full governing body and available to parents, normally via the school's website.
- All adults working within the school are aware of the school's code of conduct and this guidance is in keeping with the Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2019).
- The school's practice is reviewed in line with Local Authority guidance, Derby and Derbyshire Safeguarding Children Partnership (DDSCP) priorities and procedures and any actions identified.
- There is a named Designated Safeguarding Lead who is a member of the school leadership team. Governors will ensure that this person has the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children. There are colleagues trained to provide cover for the role.

- The school has procedures in keeping with the DDSCP for dealing with any allegations made against any adult working within the school.
- There is a nominated governor, usually the chair, who is the case manager for managing any allegations against the Headteacher.
- There is an additional nominated safeguarding governor to liaise with the Designated Safeguarding Lead and champion safeguarding on behalf of the safeguarding body. Our safeguarding governor is Mrs Vickie Barnatt.
- The school follows safer recruitment procedures, including the statutory pre-employment checks on all staff working with young people. The Chair of Governors and Safeguarding Governor, together with the Operations Manager, review the school's single central record.
- The school itself is a safe environment where the views of children and families are listened to and where children are taught about safeguarding and how to keep themselves safe, including on the internet or when using new technology. Any complaints about services lead to improvements in practice.
- Ensure the school audits the health and safety of the school environment and any actions arising from the audit are addressed.
- The school will ensure there are appropriate filters and monitoring systems in place in respect of internet use and encourage safe and responsible use of new technologies.
- It scrutinises the impact of the school's training strategy so that all staff, including temporary staff and volunteers, are aware of the school's child protection procedures. All staff must have child protection training which is regularly updated. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads undertake training in keeping with statutory training.
- The governors are given guidance to support them to ensure the school meets its statutory safeguarding requirements.
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students.
- All saf

Governing bodies are accountable for ensuring the school has effective policies and procedures in place in line with local and national guidance, and for monitoring the school's compliance with them. Neither the Governing Body nor individual governors have a role in dealing with individual child protection cases or the right to know the detail of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff or investigating a complaint brought to their attention).

The Headteacher/Operations Manager will ensure that:

- The Single Central Record is up to date and the safer recruitment practices set out in Keeping Children Safe in Education (DfE 2025) are followed in line with the school's Safer Recruitment Policy and Procedures. At least one member of every recruitment panel has attended safer recruitment training. The Head and Operations Manager along with governors are trained in safer recruitment.
- They are aware their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school is effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

- Job descriptions and person specifications for all roles make specific reference to child protection and safeguarding.
- There is a listening culture within the school where both staff and children are able to raise concerns about poor or unsafe practices.
- Referrals are made to the Disclosure and Barring Service and/or the Teaching Regulation Agency as appropriate.
- They liaise with the Local Authority Designated Officer where an allegation is made against a member of staff.
- The Designated Safeguarding Lead has a job description in keeping with the requirements of Keeping Children Safe in Education (DfE 2025) and that sufficient time, training and support are allocated to this role, including the appointment of a colleague able to deputise for the Designated Safeguarding Lead who has undertaken the same training.
- The curriculum provides opportunities to help students stay safe especially when online. Children should be aware of the support available to them.
- They quality assure the school's child protection practices including the auditing of safeguarding records and ensure that actions and decisions are reviewed appropriately and that staff's emotional needs are met. The school meets its responsibilities under the Prevent Duty including ensuring there are reasonable checks are made on visiting speakers. External contributors/speakers are visitors as defined by Keeping Children Safe in Education statutory guidance for schools/colleges. Any visitor to the school/setting who has unsupervised access to children and or who works in the school/setting on a regular basis has to be subject to DBS (Disclosure and Barring Service) checks, and any other checks deemed suitable by the regulations when in unsupervised contact with children.
- Monitoring and filtering are in place across the school's IT systems.
- All staff have had opportunity for Prevent training either through face-to-face training or access to online resources:
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

The Designated Safeguarding Lead

Keeping Children Safe in Education 2025 sets out the broad areas of responsibility for the Designated Safeguarding Lead. These are detailed below.

At St Wystan's School, the DSL is the Headteacher.

Management of referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.
- be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance – PACE Code C 2019.
- be familiar with the local threshold document

Working with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;

- liaise with the Safeguarding Governor to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four of KCSIE) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Undertaking training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school and with the three safeguarding partners (the LA and a clinical commissioning group and a chief officer of police from within the LA,) other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raising Awareness

The designated safeguarding lead should:

- ensure the school’s child protection policies are known, understood and used appropriately;
- ensure the school’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing body regarding this;

- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Transfer of Records

Where children leave the school, the DSL should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. The DSL and SENCOs are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what “available” means and whether, in exceptional circumstances, availability via phone and or Skype/Teams or other such media is acceptable.

It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. According to local guidance it is expected that the Headteacher will be the case manager for any allegations against staff and make referrals to the Disclosure and Barring Service or Teaching Regulation Agency.

In addition to the role outlined in KCSIE the Designated Safeguarding Lead is also expected to ensure that:

- The social worker is notified if a child subject to a child protection plan is absent without explanation.
- The social worker is informed when a child subject to a child protection plan or a child in need plan moves to a new setting.
- A training log is kept of all child protection training include the names of those attending. All staff must have regular training and updates.
- Child protection records are kept securely and separately from the child’s normal file. Records will be transferred and/or retained in keeping with the Local Authority’s and NSPCC guidance.
- The school attends and contributes to child protection case conferences and child in need meetings, ensuring actions are completed in a timely manner. The school will complete the DDSCP agency report ahead of each child protection conference.
- The school escalates its concerns with other agencies when a child’s needs are not being met following the Local Safeguarding Children Partnership Escalation and Resolution Policy.
- All members of the safeguarding team have received appropriate training; that all referrals made are quality assured to monitor all decisions and action taken and the well-being of each team member.
- The Prevent Risk Assessment is reviewed annually

All staff read and understand part 1 and annex B of the DfE (2025) guidance Keeping Children Safe in Education and make available to them other key documents and guidance.

10. Safeguarding Framework

In addition to this child protection policy the school has procedures or policies in relation to other areas for safeguarding children including as examples:

- Administering Medicines
- Anti-Bullying Including Cyber Bullying
- Behaviour Policy
- Code of Conduct for Staff, Governors and Volunteers (Guidance On Safer Working Practices)
- Complaints Policy
- Clubs, Trips, Educational Visits and Extended School Activities
- Data Protection Including GDPR
- Disability Objectives and Accessibility Plan
- Equal Opportunities
- Emergency Major Incident Planning
- Evacuation and Lock-Down Procedures
- EYFS Policy
- First Aid
- Health and Safety Policy
- Intimate Care
- ICT and Acceptable Use Policy
- Online Safety Policy
- Positive Contact Policy
- Preventing Radicalism Policy
- Risk Assessments
- Recruitment and Selection Policy
- Managing Allegations Against Staff and Volunteers
- Relationships and Sex Education
- Safeguarding Advice for Visitors
- Supervision and Missing Pupils Policy
- Use of Mobile Phones, Smart Devices and Cameras Policy
- SEND
- Whistleblowing

11. Training and Induction

Induction:

All staff, governors and volunteers working in the school are given a copy of the Safeguarding Policy and KCSIE prior to starting work at the school as part of their induction and required to sign to acknowledge these have been read, understood and will be adhered to. They will be advised on the section of KCSIE to read in accordance with their role. Support and academic staff (including peripatetic and supply staff) will be taken through a full induction process which covers all policies and procedures relating to safeguarding, allowing for questions and discussion. The induction process is signed off by the Headteacher.

Induction paperwork can be accessed at the following links:

[\(academic staff\) Induction.docx](#)

[\(Support Staff\) Induction.docx](#)

Annual updates:

All staff, governors and volunteers are required to read the updated Safeguarding Policy annually and sign to confirm they have read. They must also attend an annual safeguarding update and sign to declare attendance. Updates to safeguarding may also be delivered through the weekly staff meetings, minuted and emailed to people not present.

Individual training

All staff, governors and volunteers working in the school must complete safeguarding training appropriate to their role This will include:

- Safeguarding Level 2 training (all staff)
- Prevent Duty training (all staff)
- Safer Recruitment training (SLT and Governors)
- Additional training specific to their role

The Governing Body should undergo Safeguarding training specific to their role and responsibilities. The Link Governor for Safeguarding should attend appropriate training to enable them to fulfil the expectations of the role.

All staff have had opportunity for Prevent training either through face-to-face training or access to online resources: <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

The school will keep a safeguarding training log evidencing the training attended by the different groups of staff/governors.

Training for the designated safeguarding lead DSL and DDSL

The DSL and DSSL will receive appropriate training, in line with that of the Derbyshire Local Safeguarding Children's Board. The training will be refreshed at least every two years in order to meet current statutory requirements and to ensure the DSL and DDSL:

- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Leads will be supplemented with *informal updates* (e.g. by email, ebulletins, etc.)
- Receive higher level training in the DDSCP's 'Prevent' strategy to be able to assess the risk of children being radicalised and drawn into support for the extremist ideas that are part of terrorist ideology and to identify pupils at risk of radicalisation
- Are conversant with local inter-agency working protocols and training in the DDSCP's approach to Prevent duties
- Shares with local partners knowledge of the potential risks of radicalism and terrorism in the local area
- Are aware of, and support, any pupils at risk of radicalisation
- Ensures all staff, governors and volunteers are informed of any updates the DfE makes to KCSIE
- Are skilled in communication with and contributing to inter-agency procedures
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand how to maintain detailed, accurate, secure written records of concerns and referrals
- Ensure that all who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively and that training is updated at least every three years

- Ensure that newly appointed staff receive child protection training as part of their induction prior to the commencement of their work with pupils
- Ensure that all staff and volunteers are aware of the Local Authority Safeguarding Children Partnership Child Protection Procedures
- Ensure that, should the school have a pupil placed in it who is looked after by a local authority, staff have the skills, knowledge and understanding to keep such a child safe. The DDSL has received training on LAC.
- Ensure that no areas of the curriculum contain any forms of political indoctrination.

Training and information for all staff:

- Will include identifying the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead
- The school's safeguarding policy
- All staff attend refresher training at least every three years to ensure they fully understand their responsibilities regarding safeguarding children
- All staff training will be in line with advice from the DSCP and will include online safety
- All staff, irrespective of their date of appointment, will be provided with, read and be familiar with at least Part 1 of KCSIE (September 2025) and Annex B for those directly involved with children. The school will ensure any staff who have difficulties with English will receive assistance to ensure they fully understand the text
- The safeguarding Policy, Staff Code of Conduct and Whistleblowing Policies all form part of induction training for new staff
- All staff will be updated of changes in safeguarding requirements and best practice as and when they arise by the DSL, either via email, e-bulletins, or staff meetings
- All staff will be given details of where full local procedures are available (in DSL office and on DDSCP website)
- All staff will receive 'Prevent' awareness training, in line with DDSCP advice, to give them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know to whom they refer children and young people for further help
- All staff will be informed of any updates in KCSIE as soon as they occur
- All staff will understand how to identify risks to pupils regarding female genital mutilation and terrorism and know what actions to take immediately they suspect any instance of such.

12. Procedures for reporting child protection or child welfare concerns

All members of the school community have a statutory duty to safeguard and promote the welfare of children and young people. Staff and governors should not investigate possible abuse or neglect themselves. Staff must be alert at all times to possible signs of abuse. If any member of staff is concerned about a child he or she must:

1. Inform the school's DSL (Ms Kara Lebihan) or in their absence the Deputy DSL (Catherine Ralph) without delay.
2. The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. A copy of the Pro-forma is attached as Appendix 1 of this Policy.
3. The DSL will consult with the safeguarding team and decide what action will be taken, including whether a formal referral should be made. Consideration will need to be given to immediately protecting the child and contacting the police and/or ringing for an ambulance if the child is injured.
4. The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will take immediate action without delay and will make a referral to children's services by telephone if

a child is believed to be suffering or likely to suffer significant harm. This referral will always be followed up in writing.

5. The threshold document for Derbyshire is used to support the decision making process. A written record of action will be kept. Consultation in this way is done as a first action, as soon as practicable and certainly within 24 hours of the disclosure or suspicion of abuse. Advice can be obtained from Derbyshire Advice for Professionals on: 01629 535353
6. If it is decided to make a formal referral this will be done under advice from the DDSCP and normally with prior discussion with the parents, unless to do so would place the child at further risk of harm. It is noted that parental consent is not required for referrals to statutory agencies.
7. Staff are aware that **anyone** can make a referral if necessary.
8. Children who are in need of additional support from one or more agencies will be supported through a team around the child meeting. A lead professional will then be identified who will be responsible for co-ordinating and leading on the Early Help Assessment Tool (EHAT).
9. The school acts to ensure children receive the right help at the right time to prevent issues escalating.
10. The school acts upon all signs of abuse, neglect and exploitation.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan and a written record will be kept. All absences will be checked speedily and any concerns over repeated absence or other unusual absences will be followed up and reported to children's local authority personnel:

- Children's Services contact details are: **Call Derbyshire 01629 533190**
- The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will follow the DDSCP and Local Authority multi-agency procedures and consider the child's needs alongside the DDSCP's Levels of Needs/Responding to Needs Framework (threshold document) and consider whether an early help assessment or referral to children's services is needed. <https://www.derbyshire.gov.uk/social-health/children-and-families/support-for-families/starting-point-referral-form/starting-point-request-for-support-form.aspx>
- The Designated Safeguarding Lead or Deputy is able to refer to an online tool which helps professionals assess a child's level of need and decide which method of referral they should complete (EHAT or MARF). The online 'Levels of Need Slider' tool can be accessed here: https://www.proceduresonline.com/derbyshire/scbs/user_controlled_lcms_area/uploaded_files/DDSCP-Thresholds.pdf
- Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.
- The school will always seek to follow the Local Safeguarding Children Partnership procedures which can be found on their website.
- If school does not receive feedback within one working day regarding the outcome of a referral made to Children's Services, the Designated Safeguarding Lead will contact Children's Services immediately to determine the outcome of the referral.

'School Improvement Derbyshire Schools' Safeguarding Handbook' and Part 1 of Keeping Children Safe in Education (DfE 2025) provides key flowcharts and guidance to support staff and volunteers' understanding and decision making. This will support staff to make a referral themselves should that become necessary. The Designated Safeguarding Lead should be informed, as soon as possible, following the need for another member of staff to make a referral.

'School Improvement Derbyshire Schools' Safeguarding Handbook' will provide additional guidance about indicators of abuse and harm and how to respond to a disclosure. Guidance is also available on the NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/>

If a teacher or member of staff in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. Keeping Children Safe in Education provides additional guidance.

Concerns that a child is being radicalised should follow the normal safeguarding referral mechanism with an additional Channel or Prevent referral being made to the Local Authority's Prevent and Channel team. An individual will be required to provide their consent before any support delivered through the programme is provided.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Records are reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed.

Uncollected children

We inform parents that we apply our child protection procedures as set out in our Uncollected Child Policy when a child is not collected from the school by an authorised adult within one hour after the school has closed and the staff can no longer supervise the child on our premises. For children not collected within an hour, we are legally required to contact social services. Our procedure is outlined in the Uncollected Child Policy: [Uncollected Child.docx](#)

13. Barriers to making a disclosure

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened - this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Staff should be aware that:

- Children may not feel ready or know how to tell someone that they are being abused
- Building trusted relationships with children and young people will facilitate communication and should consider how they can achieve this
- They have an obligation due to their professional curiosity to speak to the DSL if they have a concern about a child

14. Process to follow if a child makes a disclosure

DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the DSL

or DDSL. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

The school's initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

If a child makes a disclosure of abuse, staff should:

- Listen and keep calm. Do not interrupt
- Not promise the child that they will keep the matter confidential. Explain to the child who they will need to tell and why
- Observe visible bruises and marks, but should not ask a child to remove or adjust their clothing to view them
- Keep questions to a minimum as their role is not to investigate. If staff need to ask questions in order to ascertain whether this is a safeguarding concern, they should ensure they are open questions
- Use the "TED" model for asking open ended questions: "Tell me about that", "Explain that to me", "Describe that"
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Make a record of what has been said immediately afterwards to the best of their memory. Use speech marks for the child's words to help distinguish between the words used by the child and the member of staff
- Record statements and observations rather than interpretations or assumptions
- Explain to the child what has to be done next and who has to be told
- Note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Note anything about the child which is connected i.e. any visible injuries including the position and description, the demeanour of the child i.e. crying, withdrawn etc.
- All records should be passed to the DSL immediately - no copies should be retained by the member of staff or volunteer. This includes the original notes as these constitute prima facie evidence and may be needed by a court. Records should be kept by the DSL in a secure, designated file separate from the child's academic records.

Staff should not:

- Ask leading questions, put words into the child's mouth or press for details
- Rush the child
- Examine the child
- Investigate
- Promise confidentiality
- Delay sharing the information with the Designated Safeguarding Lead
- Make contact with the parents
- Discuss the disclosure with anyone other than DSL or DDSL

Staff cannot promise children confidentiality but must always act in the best interests of the child and share disclosures made by the child or others with the Designated Safeguarding Lead. All staff are aware that they have a professional responsibility to share information with other agencies to safeguard children.

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional team of DSL and child protection agencies, following a referral from the DSL.

It is also important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

Procedures for pupils to report a concern

At St Wystan's school, a 'worry box' is available for children to report a concern in a confidential manner without talking to an adult in the first instance. The use of the 'worry box' is discussed at assemblies regularly throughout the year. Pupils are frequently made aware that they can talk to any adult in school wearing a blue lanyard. Again, there are regular reminders about this procedure during assemblies. At St Wystan's we 'create a culture' where pupils can speak out or share any concerns with our staff.

Support for staff

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Lead.

15. Confidentiality, information sharing, record transfer and record keeping and retention

Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

The school recognises that all matters relating to child protection are confidential. The Designated Safeguarding Lead and/or Deputy will disclose any information about a child to other members of staff on a 'need to know basis' only. Guidance about sharing information can be found in the 2018 document "[Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers 2018](#)". The school understands the need to keep child protection and safeguarding records securely. All records are secured stored in the Headteacher's office in a locked cupboard.

The school will aim to seek consent of parents before sharing information with other agencies, however legislation states that schools and other agencies can share information without the consent of a parent/carer in particular circumstances.

The school pays due regard to the relevant data protection principles which allow us to share personal information, as provided for in the [Data Protection Act 2018](#) and the [General Data Protection Regulation](#) (GDPR). The school is aware of the processing conditions under the Data Protection Act 2018 and the GDPR which allow school to store and share information for safeguarding purposes, including information which is sensitive and personal, and this is treated as '*special category personal data*'. Where school would need to share special category personal data, we are aware that the Data Protection Act 2018 contains '*safeguarding of children and individuals at risk*' as a processing condition that allows us to share information. This includes allowing school to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that we can gain consent, or if to gain consent would place a child at risk.

The school will transfer records securely to the next setting and discuss the child's needs before the child starts at the next setting. The Designated Safeguarding Lead will speak to their counterpart in the school to which the child is transferring in order to ensure that they are aware that the file is to be transferred. Upon confirmation of the child starting on roll the file should be transferred as soon as possible (within 5 schools days), but separately to the main school file. The file should be signed upon receipt, and delivered by hand wherever possible.

The school will retain records in keeping with Local Authority guidance and NSPCC guidelines: <https://www.nspcc.org.uk/globalassets/documents/information-service/child-protection-records-retention-and-storage.pdf>. This in turn references the Information and Records Management Society (IRMS) [Information management toolkit for schools 2020](#).

Staff and governors should use the DfE's data protection guidance for schools enable them to:

- Comply with data protection law
- Develop data policies and processes
- Know what staff and pupil data to keep
- Follow good practices for preventing personal data breaches

The DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent Duty programme.

16. Additional child protection guidance available to all adults working with young people will include:

- The school's child protection policy which includes the role of the Designated Safeguarding Lead
- Part 1 and Annex B of Keeping Children Safe in Education (DfE 2025)
- The School's Code of Conduct for staff and volunteers
- The school's behaviour policy for children
- Guidance for Safer Working Practices for Adults Working with Children (Safer Recruitment Consortium 2019)
- A flowchart summarising the child protection procedures
- Definitions of abuse or neglect and possible indicators
- Identified groups of children more vulnerable to abuse
- Specific guidance related to including Female Genital Mutilation, Forced Marriage, Child Exploitation (including sexual and criminal), Extremism and Radicalisation, Neglect and E-safety
- Multi-agency practice principles for responding to child exploitation and extra-familial harm [Multi-agency Practice Principles for responding to child exploitation and extra-familial harm \(researchinpractice.org.uk\)](https://researchinpractice.org.uk)
- Dealing with allegations against staff and volunteers procedures
- Whistleblowing procedures
- 'What to do if you are worried a child is being abused: Advice for practitioners' (DfE 2015)

17. Managing allegations against staff and volunteers working at the school

The school will have regard to the guidance given in Part 1 of KCSIE (2025).

The Local Authority Designated Officer (LADO) is Miles Dent - Tel: 01629 531940

The school will ensure there are procedures in place to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold, about staff members (including supply staff, volunteers, and contractors).

All school staff will be aware of and work within the school's Code of Conduct and other relevant policies and procedures. The Staff Code of Conduct includes guidance for staff regarding the school expectations of the use of mobile phones, electronic equipment and social media.

There are occasions when a person who works with children behaves in a way that is concerning and raises questions about their ability to recognise and take steps to safeguard children in their care that wouldn't meet the threshold of LADO. As an employer, the school has a duty to consider whether the issue indicates that they are unsuitable to continue in their role for the immediate future or indefinitely. These are known as issues of suitability and would be dealt with via the school's disciplinary procedures. Issues of suitability can include:

- Where an employee is being investigated for an offence against an adult, or
- Their behaviour in their personal lives brings into question their suitability to work with children. (This includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk).

However, if an adult who works with children has involvement from Children's Services in respect of their own child, or a child that they live with or have contact with, it is the responsibility of Children's Services to assess the immediate concern and inform the LADO of whether the adult poses a risk to children. Examples of this may include:

- Allegations of assault, physical or emotional, on their own child or on a child they live with or have contact with
- Domestic abuse
- Substance misuse
- Lives with or is in a relationship with a person who is identified as a risk to children.

The situation would meet the threshold of LADO should the child in question be made subject to a Child Protection plan. This is because Children's Services has determined that the adult presents a risk to the associated child either directly or due to a failure to protect.

If any allegation of abuse is made against a member of staff (including supply staff and volunteers), the DDSCP procedures will be followed and the Head will be informed without delay. Where it is felt that there might be a conflict of interest if a concern is reported to the headteacher, the matter should be reported direct to the LADO.

Reports about supply staff and contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified.

Allegations will be investigated speedily. All discussions held will be recorded in writing. The school be informed from discussions with the LADO.

The school will take all care to ensure confidentiality during the process and will avoid publicity. Confidentiality will be maintained until the person involved is charged or the DfE/TRA (Teaching Regulation Agency) publish details about the investigations as part of disciplinary procedures.

Local Safeguarding Children Partnership multi-agency procedures will be followed in all cases where it is alleged that a member of staff 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 they may pose a risk of harm to children.

Then the person to whom the allegation is first reported must inform the Headteacher immediately:

- If the Head is absent, the allegation should be passed to the Chair of Governors
- If the allegation is concerning the Headteacher, the Chair of Governors should be informed directly
- The Chair of Governors is Daniel Lewis. He may be contacted on: dlewis@repton.org.uk
- The Head/Chair of Governors will contact the LADO immediately
- In the most serious of circumstances the Head/Chair of Governors will contact the police
- Discussions with the LADO will be recorded in writing
- The Head will not investigate the allegation itself, or take written or detailed statements, before consulting the LADO, to assess the situation and agree the next steps
- The recipient of the allegation must take the matter seriously and keep an open mind
- They must not investigate nor ask leading questions if seeking clarification
- Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only
- The individual making the allegation should make a written record including time, date and place where the alleged incident took place, what was said and anyone else present – the Staff Allegations Form should be used (Appendix 9)
- The written record should be signed and dated and, in the case of an allegation against a member of staff, passed immediately to the Head
- If the Head is absent, the written report should be passed to the Chair of Governors
- The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

In all allegations a decision will be made as to whether the allegation is:

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence

In all cases the school will share all relevant information about the person who is the subject of the allegation, and the alleged victim, with all agencies involved. Where the allegation is against agency supply staff and contractors the employment agency should be notified.

If it is decided that the allegation is unsubstantiated and does not meet the threshold for further referral, the Head and the LADO will consider the appropriate course of action e.g. a joint evaluation meeting or an internal investigation. The Head will, as soon as possible, following briefing from the LADO, inform the subject of the allegation. The Chair of Governors will be kept informed at each stage.

In the case of the allegation being against the Head, the Chair of Governors, together with the LADO, will inform the Head of the allegation and of the actions to be taken, the timescales involved and the persons involved.

If it is decided that the allegation is substantiated and meets the threshold for further action, the Head must follow the guidance given by the LADO. Staff against whom an allegation is made are not automatically suspended, except in the case of an immediate referral to the child protection agencies

or police. However, the Head may, after discussion with the Chair of Governors, find it necessary to suspend the member of staff at any stage during an investigation until the matter has been investigated. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual. The school will follow, as appropriate, the Disciplinary & Dismissal Policy and Procedures.

Allegations found to be unsubstantiated, malicious or false will be removed from personnel records. Unsubstantiated, malicious and false allegations will not be referred to in employer references. Pupils found to have made malicious or false allegations may have breached the school behaviour policy. The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion or, indeed, referral to the police if there are grounds for believing a criminal offence has been committed.

If an allegation is found to be malicious or false, every effort will be made to restore the good name of the member of staff. Recognising that a false allegation may be a strong indicator of a pupil's problems elsewhere, further exploration and support may be required. If an allegation is determined to be unsubstantiated, false or malicious, the safeguarding lead may, in liaison with the LADO, refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In extreme cases the Head, again in consultation with the Chair of Governors, may be required to take action in line with the School's Pupil Exclusion Policy.

The member of staff who is the subject of the allegation will be informed orally and in writing that no further action is necessary and will be offered support which may take the form of counselling and/or professional advice. The child's parents will be informed in writing of the false allegation and the outcome. Appropriate counselling and support will be considered for the child who has made the false allegation.

Once the allegation has been fully investigated, the Headteacher will discuss with the LADO whether a referral should be made to the DBS barring service and/or the TRA.

Low-Level Concerns

St Wytan's has a separate low-level concerns policy which may be accessed at the following link: [Low Level Concerns Policy.docx](#)

18. Child-on-child Abuse

Derby and Derbyshire Safeguarding Children's Partnership defines child-on-child abuse as:

Child-on-child abuse is a term used to describe many different forms of abuse experienced by children and young people. The common feature is that the individual or group of individuals responsible for the abuse are aged under 18. The definition should not create barriers to action needed to prevent and where needed respond to the lived experience of children who experience abusive behaviour from other children.

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Child-on-child abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and

serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence.

Online child-on-child abuse is any form of child-on-child abuse with a digital element, for example, sharing of nudes and semi-nude images (known as sexting), online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment.'

Prevention and minimisation

Staff at St Wistan's School, as a co-educational school, should be aware that different gender issues can be prevalent when dealing with child-on-child abuse and that both girls and boys may be victims or perpetrators. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action. We recognise that girls, as well as some vulnerable groups of children, such as those with SEND, are more likely to be victims.

Child-on-child abuse is unacceptable and will be taken seriously by all St Wistan's staff. Incidents of child-on-child abuse, of any kind, will be recorded on the St Wistan's School's 'Child-on-child Abuse' log and dealt with. Even if there are no reported cases of child-on-child abuse, it is recognised that such abuse may still be taking place and is simply not being reported. Support will be offered to pupils who have been victimised. Work with and support pupils who are the perpetrators in order to address the problems they have. Advice about safeguarding and supporting the alleged perpetrators is set out in departmental advice: Sexual violence and sexual harassment between children at schools and colleges.

In order for this to happen, 'ground rules' should be set in an age-appropriate manner to ensure that pupils know:

- How they are expected to behave in accordance with the School's Behaviour Policy and core values
- The NSPCC pants rule
- That they will be listened to if they have a worry or concern
- How and where to ask for help

The school will minimise the risk of allegations against other pupils by providing the following:

- PSHCE as part of the curriculum
- An effective system for pupils to raise concerns with staff
- Robust risk assessments for pupils that are identified as posing a potential risk
- Appropriate targeted work for pupils identified as being at potential risk

In the case of abuse by a pupil, or group of pupils, the key issues which identify the problem as abuse (rather than an isolated instance of bullying or 'adolescent experimentation', which might be considered within normal bounds in the school community) are:

- the frequency, nature or severity of the incidents
- whether the victim was coerced by physical force, fear, or by a pupil or group of pupils having power or authority over him/her
- whether the incident involved a potentially criminal act and whether if the same incident, or injury, had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.

Serious bullying may therefore be a child protection issue and will be taken very seriously. The alleged perpetrator(s) is/are likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, significant harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator(s) must address and support their needs.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. There should be a zero-tolerance approach to this type of abuse, and it should not be passed off as banter, having a laugh or growing up, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Victims should be taken seriously, not shamed, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment. Sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy.

Where the report involves rape and assault by penetration, the alleged perpetrator will be removed from any classes they share with the victim and also careful consideration on how best to keep the victim and alleged perpetrator apart on school premises (including any before or after school activities) and, where necessary, on transport to and from School.

Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.

In the case of child-on-child abuse taking place offsite, the incident will be taken seriously, as that which takes place within the setting.

Managing Child-on-child abuse

All concerns must be reported and discussed with the Designated Safeguarding Lead and/or Deputy Designated Safeguarding Lead. This is most likely to include, but not limited to bullying (including cyber bullying), physical or sexual violence, sexual harassment, initiation/ hazing type violence and rituals, gender-based violence/sexual assault, sexting (youth produced sexual imagery) and upskirting. Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'.

The concern should be recorded in the St Wystan's School 'Child-on-child Abuse' log, along with any further details or outcomes. Updates will be recorded as the investigation continues. All reports of child-on-child abuse must be reported to two members of staff. One of these members of staff will be a member of SLT. All written reports will be checked for accuracies. All instances will be investigated by the DSL or DDSL. In the event that one pupil makes a disclosure about another pupil the general principles of listening and reporting to the DSL remain the same. **At all stages school and DDSCP guidance must be followed.**

Many factors could lead to one pupil abusing another. Each disclosure will be treated purely on the facts. Although no one prescribed solution can be regarded as a best fit, the procedures below must always be followed. Staff should be aware that banter can be a sign of abuse (as defined in KCSIE 2025) under peer abuse and must never be dismissed.

Disclosure of a pupil 'sexting' another pupil or 'upskirting' will be treated as an allegation of abuse and policy will be applied. The DSL will contact children's social care as a matter of urgency, and agree a course of action to protect the pupil from harm and support them, whilst investigations are carried out, as well as ensuring that the perpetrator is also treated as being 'at risk'. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' If this is so, then the school's safeguarding procedures should be followed.

Children with special educational needs and disabilities are more vulnerable to sexual violence and harassment and staff should be aware that additional barriers can exist when recognising abuse in these children. Children who are LGBT+ or perceived to be, may also be targeted by their peers and harassed or assaulted.

Victims of child-on-child harm, perpetrators and other children affected (including siblings) will be supported by the school's pastoral system and referred to specialist agencies including, as examples, 'CAMHS' and 'Barnardo's'. A risk assessment may need to be in place. This includes where such harm is intrafamilial. The school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting' or 'initiation/hazing' behaviours. Additional guidance is available on the NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/legislation-policy-practice/>

19. Children who are LGBT

We recognise that that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

20. Online learning

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. We also recommend that parents speak regularly to their children about their online use. There is an abundance of advice that is sent out from school. Our 'remote online learning' set up for pupils who are out of school, uses Microsoft Teams as the primary method of delivery. School accounts are used by all staff and pupils and contact should never be made between staff and pupils through other platforms or using private accounts. A protocol for using Microsoft Teams can be found in Appendix 7.

On-line safety, data protection, the use of mobile phones and digital photographic equipment, information security and access management

In line with the school's Use of Mobile Phones and Camera Policy, images of children may only be taken using school devices. The use of personal devices for this purpose is strictly prohibited. Images must only be downloaded by authorised members of staff. The images should be erased once they have successfully been printed or downloaded to Sharepoint. Under no circumstances must cameras of any kind be taken into the toilets. Failure to adhere to this will lead to disciplinary procedures being followed. See Appendix 4, Use of Mobile Phones and Camera Policy.

Staff should also report any concerns about sexting (youth produced sexual imagery) to the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or senior leader who will follow the guidance in [Sharing nudes and semi-nudes: advice for educational settings working with children and young people](#), UK Council for Child Internet Safety (UKCIS). This document provides clarity as to how staff should respond to these incidents. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal, whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

The school's on-line/E-safety/Acceptable Use Policy clearly outlines the way in which the school uses technology and the measures in place to ensure safe and responsible use by all. Pupils are not permitted to have mobile phones in school. There is a clear code of conduct for staff and volunteers which sets out the use of new technologies, mobile phones and personal photographic equipment around children. The school will consider, in particular, Looked After Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers a school to protect and educate pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Schools should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as

required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

The school **does not** use 4G/5G technologies. However, if this were to change in the future, steps would be taken to ensure safe use of any new technologies. The Governing Body would be involved in any decisions.

Staff should bring to the attention of the Designated/Deputy Safeguarding Lead or senior leadership team any behaviours by adults or children themselves that may be risky or harmful.

The appropriate level of information security protection is in place in order to safeguard our systems, staff and learners and we review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, broader guidance on cyber security including considerations for governors can be found at NCSC.GOV.UK.

Misuse of technology by pupils

It is recognised that whilst at school, and outside school, some children will abuse, sexually harass, bully and control peers via mobile and smart technology. They may share indecent images consensually and non-consensually, and view and share pornography and other harmful content. All incidents should be treated in the same way as any other safeguarding concern should be reported to the DSL/DDSL using the Cause for Concern form.

Harmful online challenges and hoaxes

Online hoaxes and challenges are becoming more frequent. Information regarding the DDSCP briefing note on the matter can be found here: [DDSCP Briefing Note Harmful Online Challenges and Hoaxes June 2025.pdf](#)

Artificial Intelligence

- The Department has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

Immediate support can be sought via:

- Safer Internet Centre Professional Online Safety Helpline telephone 0344 381 4772
- helpline@saferinternet.org.uk

21. Monitoring attendance

A child missing from an education setting is a potential indicator of abuse or neglect, including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, particularly on repeated occasions. The school will follow the Derbyshire missing children protocol. Unauthorised attendance will be closely monitored. In line with the school's attendance policy, the attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns, such as children who have a child protection plan, a child in need, are Children Looked After and/or SEN, will be monitored on a daily and weekly basis.

The child's social worker will be informed immediately when there are unexplained absences or attendance concerns. It is important that the school is aware of any safeguarding concerns. It is critical that, when a child is not attending school, their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. The school will seek to ensure it has at least two emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable and the child has not attended school. The school will ensure it is aware, in advance, of any difficulties in accessing the premises of a child's family home.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

St Wystan's uses statutory guidance on school attendance 'Working together to improve school attendance' which sets out how schools must work with local authority children's services where school absence indicates safeguarding concerns.

Pupils in alternative provision

Where the School places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and will ensure the placement meets the pupil's needs. This will be the responsibility of the Headteacher.

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. The Headteacher will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

The School will ensure they always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They should regularly review the alternative provision placements they make. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

22. Children Missing Education (see Appendix 6)

All staff are aware that children being absent from school, particularly repeatedly and/or for prolonged periods and children with unexplainable and/or persistent absences from education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Staff are aware that children missing from education are at risk of exploitation, radicalisation and harm. At St Wystan's our response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

We recognise that early intervention and intervention strategies are essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are aware of the school's unauthorised absence procedures and should pass any concerns to the DSL who will follow the school's children missing education procedures.

At St Wystan's we will:

- Maintain accurate admission registers;
- Take proactive steps to locate children at risk of becoming CME;
- Cooperate with reasonable enquiries into pupil whereabouts;
- Proactively share data with local authorities and other agencies;
- Take preventative measures to avoid CME, especially during key transitions (e.g. Year 6 to Year 7)
- Make a mandatory notification to local authorities when:
 - A pupil is withdrawn for EHE;
 - A pupil moves without a clear next destination.

Children Missing Education (CME) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise. All staff should be aware that children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Children going missing can also be an indicator of mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Independent schools have a similar safeguarding duty for their pupils. When a child is deemed to be missing from education, school will make reasonable enquiries to establish the whereabouts of the child jointly with the Local Authority, before deleting the pupil's name from the register. Once these enquiries have been undertaken, our school will follow the local protocol for Children Missing Education and make a CME referral to the Local Authority Officer for CME. If a child leaves the school at any point in the year, the Headteacher must inform the local authority, informing them of the current and receiving schools.

Local protocols and information for CME can be accessed at the following link: [Children missing from education \(derbyshire.gov.uk\)](https://www.derbyshire.gov.uk/children-missing-from-education)

Information from Derby and Derbyshire Safeguarding Child Partnership on child vulnerability can be accessed at the following link: [Vulnerability of children not in school](#)

Statutory guidance on improving school attendance and guidance to support children who run away or go missing from care or home can be found at the links below.

[Working together to improve school attendance 2025](#)
[Statutory guidance on children who run away or go missing from home or care](#)

23. Private fostering

Our school has a mandatory duty to report to the local authority if they believe a child is subject to a private fostering arrangement (this does not include close family relatives e.g. grandparent, brother, sister, uncle or auntie). This means making a referral to children's services. A private fostering arrangement is made without the knowledge of the local authority for the care of a child under the age of 16 years (under 18 for children with disabilities) whereby the child is in the care of someone other than their parent or close relative. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Further guidance is available in Keeping Children Safe in Education (DfE 2025) and in [Children Act 1989 private fostering](#). When a child is privately fostered, a social worker must carry out an assessment to ensure the placement is appropriate and consider any support needed.

24. Kinship care

Where a child is in the care of a relative or close family friend, rather than their parents, because the parents are unable to care for them, the School will:

- Engage with and take advice from LEA virtual school
- Work with kinship carers to understand the child's needs and make reasonable adjustments to support their learning.
- Adopt a trauma-informed approach when supporting children in kinship care, recognising that past experiences can impact their behaviour and learning.
- Collaborate with kinship carers, the virtual school, and other relevant professionals to ensure the child's educational needs are met.
- Have open communication between with the kinship carer, to ensure any challenges are addressed, and ensuring the child's well-being.

25. Safer Recruitment

The School's Recruitment and Selection Policy has been produced in line with the DfE guidance Keeping Children Safe in Education, 2025. This policy aims to ensure both safe and fair recruitment and selection is conducted at all times. Safeguarding and promoting the welfare of children and young people is an integral factor in recruitment and selection and is an essential part of creating safe environments for children and young people. The School's recruitment policy can be accessed at the following link: [18a Recruitment policy.docx](#)

A curriculum vitae should only be accepted alongside a full application form. CVs on their own will not contain all the information required to support safer recruitment.

As part of the shortlisting process the school should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, and might be explored with the applicant at interview.

The school takes all possible steps to ensure that unsuitable people are prevented from working with children through its recruitment practices, Disclosure and Barring Service [DBS] checks and induction procedures. This adheres to the 2009, 2012, 2013 and March 2015 legislation regarding referrals to

the Disclosure and Barring Service [DBS] [formally the Independent Safeguarding Authority]. For staff returning to work after a period of absence of more than three months (e.g. after maternity leave), then a new DBS Enhanced Disclosure will be required before they can return to work.

Safe recruitment practice also includes the requirement to check that all those employed as teachers, Headteachers or senior managers from April 2014 are not subject to any prohibition order issued by the Secretary of State. The school ensures that at least one member of the selection panel has received safer recruitment training (see Recruitment and Selection Policy).

The school will undertake all the required DfE pre-employment checks and will record these checks on the single central record and retain evidence in personnel files. All offers of appointment are conditional until satisfactory completion of the mandatory pre-employment checks.

All Schools and colleges must verify a candidate's identity; it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. Best practice is checking the name on their birth certificate, where this is available. Further identification checking guidelines can be found on the GOV.UK website.

Separate barred list checks **must** only be carried out in the following circumstances:

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS); or,
- where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation.

Schools can use GOV.UK Access service to make prohibition, direction, restriction, and children's barred list checks.

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools. This includes obtaining (via the applicant) 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. In addition, schools must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.

Following the UK's exit from the EU, schools and colleges should 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.

These checks could include, where available:

- criminal records checks for overseas applicants - Home Office guidance can be found on GOV.UK; and for teaching positions
- obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach. Applicants can find contact details of regulatory bodies in the EU/EEA and Switzerland on the Regulated Professions database.

The school will seek written confirmation that third-party organisations including contractor and alternative education providers have undertaken appropriate checks. The school's Safer Recruitment Policy and Procedures set out the processes in more detail.

The school is required to inform relevant staff who fall within the scope of [Disqualification under the Childcare Act 2006](#) and establish they are not disqualified. The criteria for disqualification under the 2006 Act and the 2019 Regulations includes inclusion on the Disclosure and Barring Service (DBS) Children's Barred List or committing a relevant offence.

Where a pupil is in Alternate Provision, the School will obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff. This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

Childcare

Staff responsible for before and after school care are subject to the rigours of the school safer recruitment procedures and complete the relevant forms. The school early years childcare can apply to supervised activity for a child from birth until the 1st September following their fifth birthday and applies to all early years provision during and outside of school hours. Later years childcare refers to pupils under the age of eight. Later years childcare does not apply to after school clubs and health care.

References

Any repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious will not be included in any reference.

Online searches

At St Wistan's, as part of the recruitment process, online searches of applicants will be undertaken as part of the safer recruitment process. Candidates will be informed of this, prior to appointment.

26. Physical Contact and Restraint

The school does not use or threaten the use of corporal punishment. Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of reasonable restraint. There may be occasions where it is necessary for staff to restrain a pupil physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used. If a member of staff takes action physically to restrain a pupil a written report is made, as soon as practical and sent to the Headteacher (see Appendix 5 – Positive Contact Policy).

In the Early Years, we aim to provide strong care and nurture, recognising the needs and vulnerability of our youngest pupils. As a result, we set out to offer appropriate physical contact when this is judged necessary by our professional and experienced staff. This guidance has been written to help ensure that behaviour and actions do not place pupils or staff at risk of harm or of allegations of harm.

Safeguarding children and young people and promoting their well-being is more than just child protection. In order to safeguard children and young people and ensure their personal development, we will have safeguarding at the heart of our purpose. Special attention will be paid to situations where pupils may be engaged in close one to one teaching, for example performing arts. Stringent recruitment checks will have been completed and an open door culture created to safeguard both staff and pupils

27. The Safeguarding Curriculum

Opportunities to teach safeguarding

School plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle at an age-appropriate stages issues such as: healthy and respectful relationships boundaries and consent stereotyping, prejudice and equality body confidence and self-esteem how to recognise an abusive relationship, including coercive and controlling behaviour the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and what constitutes sexual harassment and sexual violence and why these are always unacceptable.

The following policies deal with ensuring pupils of all ages learn how to keep themselves safe in the school, the local community, the world around them and online. Specific attention is paid to developing pupil's knowledge and ability to adjust their behaviours in order to reduce risks and build resilience, especially to radicalisation.

Safeguarding through the curriculum is mapped to ensure children are taught to keep themselves safe in a range of ways through a range of subjects. This message is layered through topics, assemblies, theme weeks, visitors and individual lessons.

Pupils are helped to identify and understand the risks from adults or young people, posing to be friends, who use the internet and social media to bully, groom, abuse or radicalise other people, especially young people and vulnerable adults. Keeping safe online is integral to the School's computing curriculum, and is taught progressively through the school using the Purple Mash scheme. Online safety is also embedded into the PSHCE curriculum and taught through Safer Internet Day and assemblies. By actively promoting an understanding of democracy, British values and lifestyle and the respect of all cultures, the school encourages pupils to be responsible citizens. The main school policies promoting discussion on safety are:

- The Safeguarding Policy
- The E-safety Policy
- The Health and Safety Policy
- The PSHCE/RSE Policy

The school will ensure it has a curriculum map which sets out how to help children keep themselves safe from harm. This will include messages which are taught through the Relationships and Sex Education and PSHCE curriculum, alongside standalone pieces of work and messages delivered through other curriculum areas. Children will be provided with age-appropriate skills, knowledge and understanding to help them recognise and respond to issues such as consent and healthy relationships. The DfE has produced a one-stop page for teachers on GOV.UK, which can be accessed here: <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>. This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.

Please note, RSE guidance will be updated over the summer of 2025 and any changes will be signposted in this policy in September, once published.

Children will be supported to develop their understanding, at the appropriate age, of risks including: when using technology, the internet, and risks associated with grooming and radicalisation, gang and criminal exploitation and misusing drugs and alcohol. Children will also learn about the wider safeguarding curriculum which for children would include road safety, anti-bullying and how to seek support when needed. The school will ensure the curriculum promotes an understanding of the values needed to live within a democratic society including the rule of law, and individual liberty. It will promote tolerance and respect for all faiths (and those of no faith), races, genders, ages, disability and sexual orientations.

28. Proactive Safeguarding

Our school recognises that school plays a significant part in the prevention of harm to our children by providing them with opportunities to learn, good lines of communication with trusted adults, supportive peers and an ethos of protection.

Our school recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead and Deputy should consider the context within which such incidents or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: <https://contextualsafeguarding.org.uk/>

We will:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. This ethos will be modelled and replicated by staff and governors
- Promote a caring, safe and positive environment within the school
- Ensure that the school site is a safe, secure and welcoming place to learn and grow
- Encourage self-esteem and self-assertiveness through the curriculum as well as through personal relationships, whilst not condoning aggression or bullying
- Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, etc.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Include safeguarding messages across the full curriculum, including PSHCE, to ensure that the children are equipped with the skills they need to recognise risky behaviours, stay safe from harm and to know to whom they should turn for help. In particular this will include e.g. staying safe online, anti-bullying, e-safety, road safety, cycle training, focused work in Year 6 to prepare for transition to secondary school and personal safety/independent travel, issues around consent, sexting, positive mental health, etc.
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- Provide a curriculum that assists pupils to make good choices about safe and healthy lifestyles and informs them who to approach if their health or safety is threatened
- Ensure positive, supportive, secure environment gives pupils a sense of being valued and helps them to fulfil their potential, regardless of their background or circumstances

- Assist pupils to gain the skills and knowledge to become effective citizens who are not influenced by indoctrination of any kind
- Ensure the early identification of pupils with additional needs, liaison and intervention with other agencies such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service, opening an EHAT (Early Help Assessment Tool) in order to support the needs of the child
- Provide guidance on the safe use of electronic equipment, including access to the internet
- Raising pupils' awareness, at levels appropriate to their ages, of the dangers of the internet and social media as a vehicle through which they can be contacted and subjected to radicalisation and grooming
- Encourage, amongst all staff, a culture of listening to children and taking account of their wishes and feelings
- Aim to develop positive partnerships and nurturing a commitment to open and honest relationships with mothers, fathers and carers at all stages of a pupils' education.

If any member of staff is unhappy with the response they have received in relation to a safeguarding concern they have raised, it is their responsibility to ensure they escalate their concern within the organisation. All members of staff are aware of their responsibility to escalate and refer concerns on to Children's Services when it is appropriate to do so.

29. Complaints and Whistleblowing

All staff should be aware of their duty to raise concerns, where they exist, which may include the attitude or actions of colleagues. The school's Whistleblowing Policy is there to support and aid them in these circumstances. The Local Authority also has whistleblowing procedures.

Complaints about safeguarding should follow the school's complaints policy. The school recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. The school whistleblowing policy can be accessed at the following link: [7b Whistleblowing Policy.docx](#) Whistleblowing regarding the Headteacher should be made to the Chair of the Governing Body, Mr Daniel Lewis who can be contacted by email: dlewis@stwystans.org.uk

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 or email help@nspcc.org.uk.

30. Escalation

Where professional disagreement occurs and the Designated Safeguarding Lead and/or Deputy are unhappy with the actions or decisions of another agency, they will escalate their concern in line with the Local Safeguarding Children Partnership's formal escalation policy to ensure a timely resolution.

The first step of any escalation process with another agency is to raise any concerns directly with the other professional and their line manager. A professional meeting is always a positive way of resolving differences and remaining focussed on the outcomes for the child.

Where necessary, we follow the following procedures:

[Multi Agency Dispute Resolution & Escalation Policy Dec 2019 Final.pdf \(proceduresonline.com\)](#)
[Derby-CP-Conf-Professional-Dissent-Process-FINAL-January-2018.pdf \(ddscp.org.uk\)](#)

31. Filtering and Monitoring Systems

The school's approach to filtering and monitoring

St Wistan's uses Smoothwall filtering which is applied to every device connected to the school network. The school is in line with the published standards for filtering and monitoring, in accordance with KCSIE 2025 and Prevent Duty. The DSL/DDSL have an understanding of the systems in place.

Smoothwall is a filtering and monitoring platform which creates a safe digital learning environment by:

- providing robust web filtering to block access to inappropriate websites and content;
- tracking online activity, identifying potential risks, and providing alerts for concerning behaviour;
- analysing user activity, in terms of behaviour patterns and potential issues;
- analysing web content in real-time, identifying and blocking new threats before they become widespread;
- providing anti-malware to protect networks from web-borne malware attacks.

Staff expectations, roles and responsibilities

- Filtering cannot replace the teacher; staff should be highly vigilant in relation to monitoring pupils use of technology.
- Child focussed search engines must be used with the pupils, for example Swiggle, Kiddle, YouTube for Education
- Where a pupil accesses inappropriate content, the teacher must alert the DSL/DDSL immediately. The DSL/DDSL will immediately contact Blue Box, asking them to investigate how access has been possible under current filtering circumstances. Blue Box can be contacted on: support@blueboxg.co.uk or 0114 2757905. Blue Box suggest an email in the first instance.

Staff training

Staff training relating to filtering and monitoring will take place annually

DSL DDSL expectations, roles and responsibilities

- At St Wistan's the DSL/DDSL ensure they have an up to date understanding of the filtering and monitoring processes that the school has in place to support online safety. This is achieved through conversations with the support team at Blue Box who themselves, have up to date knowledge of KCSIE guidelines including standards published in 2023 and Cybersecurity standards for schools and colleges.
- The DSL/DDSL will access live data weekly and will share this information with the governors at termly meetings.
- As well as ensuring the online safety of pupils in the school, the DSL/DDSL must oversee content viewed by staff. This is currently achieved by checking the filter reports supplied by Blue Box.
- KCSIE advises that schools can use the department's 'plan technology for your school service' to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

Cyber Security Standards for Schools and Colleges St Wistan's takes appropriate action to meet the Cyber security standards for schools and colleges which were developed to help them improve their resilience against cyber-attacks. The school has achieved Cyber Essentials accreditation to evidence this.

Misuse by pupils

Anyone who has any concern about the misuse of technology by pupils should report it so that it can be dealt with in accordance with the school's behaviour and discipline policies. Anyone who has any concern about the welfare and safety of a pupil must report it immediately in accordance with the school's child protection procedures (see the school's safeguarding and child protection policy).

Where a pupil has accessed inappropriate content, they will be offered appropriate support.

32. Gender questioning

At St Wistan's we take a cautious approach to support a gender questioning child and:

- Consider the broad range of the individual's needs
- Do this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child)
- Advise families to seek clinical help and advice, and include any clinical advice that is available
- Consider how to address wider vulnerabilities, such as the risk of bullying.

Staff are reminded that, regarding children questioning their gender, there remain many unknowns about the impact of social transition. Children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases, additional diagnoses of autism and/or attention deficit hyperactivity disorder. (Cass Review 2020)

Guidance on gender questioning is expected to be published during the summer of 2026 and will be signposted in this policy when available.

33. Monitoring and Quality Assurance

The Safeguarding Governor is Mrs Vickie Barnatt

Governors ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Where there is a safeguarding concern, governors and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

However, policies and procedures only remain effective if they are regularly monitored and reviewed to ensure that they are still applicable and relevant. Our school and its governors recognise the importance of monitoring and quality assuring the effectiveness of our child protection policy and the procedures set out within it. The aim of monitoring and evaluating the child protection policy is to learn from practical experience, which will contribute to inform policy reviews and future changes to the policy and procedures. The process of monitoring and quality assurance will help the school and governors to identify the policy strengths and weaknesses and will help to provide an understanding of the reasons for these, so that decisions can be made to resolve any limitations with immediate effect.

Governors should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

Whilst considering the above training requirements, governors should have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Monitoring and evaluation will be done by checking whether the standards from the child protection policy are implemented and whether safeguards are working and will be undertaken throughout the year by the Designated Safeguarding Lead and the Chair of Governors. Activities which could form part of the ongoing monitoring of effectiveness could be:

- Annual review of the Safeguarding Policy
- Scrutiny of the Single Central Record and personnel files to ensure pre-employment checks are robust and up-to-date, and that job descriptions for new positions include reference to child protection etc.
- Confirmation that training has been undertaken according to planned schedule and that all relevant staff and volunteers have participated
- There is effective analysis of safeguarding data including bullying, attendance, exclusions, behaviour logs, pupils taken off roll, the views and progress and participation of vulnerable students. In particular, the school will monitor the link between attendance and safeguarding and those persistently absent, frequently late, missing school (including part of the school day) or those who suddenly stop attending
- Conversations between staff, pupils and the Safeguarding Governor used to evidence the effectiveness of staff training
- Regular meetings with staff, volunteers and children which include the opportunity to discuss safeguarding and child protection
- Safeguarding learning walks designed to evidence and test out key safeguarding standards
- Adapting and amending the policy and procedures outside of their annual review date to reflect current issues which may have recently arisen in order to ensure that all children are protected at all times
- Half termly DSL and safeguarding governor meetings
- Annual DDSCP child protection audit (which included an online safety audit) with confirmation of completion to DDSCP
- Annual pupil survey which includes safeguarding
- Annual Derbyshire safeguarding audit
- Termly overview of safeguarding presented to the governors

Our school will also draw upon additional quality assurance activities and templates referenced within the School Improvement Derbyshire Schools Safeguarding Handbook e.g. Single Central Record Checklist, Personnel Record Checklist and the Headteacher's Quality Assurance Checklist.

Document review

This policy will be reviewed and evaluated annually.

Reviewed by	Headteacher		
Date Reviewed	19 th August 2025		
Date of Next Review	18 th August 2025		
Governing Body Approval	Yes/No	Signed/Dated	
Website/App	Yes/No	ISI	Yes/No

Staff Handbook	Yes/No	Parent Handbook	Yes/No
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School Proprietary Information

The electronic version of this policy is the latest revision stored on SharePoint.

The policy is owned and updated by the Headteacher.

Appendix 1

Internal Safeguarding Reporting Form



ST WYSTAN'S SCHOOL INTERNAL SAFEGUARDING REFERRAL FORM

PAPER COPY ONLY PLEASE

To be completed for all safeguarding and pastoral concerns. Safeguarding concerns will be dealt with by the DSL/DDSL. Pastoral concerns will be passed by the DSL/DDSL to the Pastoral Lead.

PAPER COPY ONLY - TO BE HANDWRITTEN

Pupil name:	Form:
Date of concern:	Time of concern:
Reported by:	Role:
Safeguarding concern? Yes/No	Pastoral concern? Yes/No
Information causing concern: (Include all information and where information came from e.g. child observation, other adult, etc.) Remember to only record factual information. Do not include your own opinion. Ensure the child's voice is made clearly evident.	
<i>Please continue overleaf or attach additional sheets if you need more space.</i>	
Action taken by DSL or DDSL:	
Social Care Referral: yes/no	Forms completed & sent: yes/no
EHA (CAF) required: yes/no	EHA (CAF) completed: yes/no

Appendix 2

Code of Conduct

Legislation and guidance

In line with the statutory safeguarding guidance [Keeping Children Safe in Education](#), we should have a staff code of conduct, which should cover low-level concerns, allegations against staff and whistle-blowing, as well as acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications, including the use of social media.

The staff code of conduct aims to set and maintain standards of conduct that we expect all staff to follow.

General obligations

Staff set an example to pupils. They will:

- Maintain high standards in their attendance and punctuality;
- Never use inappropriate or offensive language in school;
- Treat pupils and others with dignity and respect;
- Show tolerance and respect for the rights of others;
- Not undermine fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- Not express personal beliefs in a way that exploits pupils' vulnerability or might lead them to break the law;
- Understand the statutory frameworks they must act within;
- Adhere to the Teachers' Standards.

The code of conduct is applicable to all staff including academic and support staff, and supply and peripatetic teachers. The full document can be accessed at the following location: [Code of Conduct - staff.docx](#)

The staff discipline, conduct and grievance policy can be accessed at the following location: [Staff Discipline, Conduct and Grievance Policy .docx](#)

Appendix 3

Protecting your Professional Reputation

The Perils and Pitfall of Social Media

“The Nevers”

Never give personal contact details to pupils or communicate outside of school using social networks, email, text, etc or meet a young person out of school unless part of a planned school activity with the knowledge of your Line Manager.

Never have conversations on social networking sites that make reference to children, parents or other colleagues at the school or be derogatory about the school.

Never make any statements or post images on social networking sites that might cause someone to question your suitability to act as a role model to young people or bring your own or the school’s reputation into disrepute.

Never communicate with parents through social networking sites and you are strongly advised to declare any existing friendships/relationships to your Line Manager.

Never use personal equipment to photograph children (always use the school’s equipment) and ensure any photographs are only stored on the designated secure place on the school’s network and not on portable equipment.

Never use your personal mobile phone in areas used by children unless in emergencies or under an agreed protocol set out by the Headteacher.



“Tech is part of life. Some tech is useful. Some of it isn’t. Great teachers discern”

Miles Berry

paul.bradshaw@si.liverpool.gov.uk
School Improvement Liverpool Ltd.

Appendix 4

USE OF SMART AND MOBILE PHONES/DEVICES AND CAMERAS POLICY

The internet and other digital technologies permeate all aspects of life in a modern technological society. Internet use is part of the National Curriculum and is a necessary tool for staff and pupils. It is the entitlement of every pupil to have access to the internet and digital technologies, to enrich his/her learning.

At St Wystan's our aim is to ensure the quality of supervision and care of the children is of the highest standard, as well as safeguarding of pupils, staff, parents and volunteers in the school.

The full policy on the use of smart and mobile phones/devices and cameras can be accessed at the following link: [Use of mobile phones and smart device policies.docx](#)

Appendix 5

Positive Contact Policy

This Policy also includes the Early Years Foundation Stage and Out of School Provision

Statement of Intent

The governors and staff of St Wystan's School fully recognise the contribution it makes to safeguarding and promoting the welfare of children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

We understand the challenges faced by this area of safeguarding and are committed to providing support and care to both the children and staff, in accordance with the ethos of the school, whilst understanding the need for sensitivity to ensure the safety and well-being of all.

Physical Restraint

In exceptional circumstances, where there is immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. For example, to prevent a young pupil from running off a pavement onto a busy road, or to prevent a pupil from hitting someone or throwing something. In other circumstances, a member of staff should not act in a way that might reasonably be expected to cause a child injury.

Staff members of St Wystan's School should not put themselves at risk of injury. In these circumstances, the teacher should remove the other pupils who may be at risk and seek assistance from a colleague or colleagues and if necessary telephone the police. Staff should inform the pupil(s) that they have sent for help. Until assistance arrives, staff should continue to attempt to defuse the situation orally and try to prevent the situation from escalating.

Types of Incidents

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury;
- Where there is a developing risk of injury, or significant damage to property; or
- Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others; or
- A pupil absconds from a class or tries to leave school

Examples of situations that fall into the third category may include:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Application of Force

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- pulling;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back; or
- (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

In other circumstances staff should not act in a way that might reasonably be expected to cause injury to the child.

The Range of Interventions: How may pupils be restrained?

Before intervening physically, staff should wherever practical, tell the pupil to stop, and clearly communicate what will happen if he or she refuses. The staff member should continue to attempt to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. In such cases only the minimum force necessary will be used whilst maintaining a calm and measured approach.

In the unlikely event of a staff member needing to use restrictive physical intervention, the following points should be noted:

- Restrictive physical intervention must be consistent with the concept of reasonable force
- The circumstances must warrant the use of force
- The degree of force employed must be in proportion to the circumstances of the incident and the minimum to achieve the desired result.

Recording Incidents

Any member of staff involved in an incident requiring physical intervention must inform the Headteacher and write a detailed report of the incident to help prevent any misunderstanding or misrepresentation of the situation.

Planning for Incidents

If the school is aware that a pupil is likely to behave in a way that may require physical control or restraint, it will plan how best to respond in the situation.

The school will endeavour to:

- Manage the pupil and incident by diffusing the situation
- Involve the parents to ensure that they are clear about the specific action the school may need to take

- Brief staff to ensure that they know exactly what action should be taken and where appropriate provide training or guidance
- Ensure that additional support can be summoned if appropriate.

Physical Contact

Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well-intentioned gestures, can if repeated regularly lead to serious questions being raised.

Where Physical Contact may be Acceptable

There are occasions when physical contact with a pupil may be necessary, for example to demonstrate exercises or technique during PE lessons, during sports coaching or when providing first aid. Young children and children with special educational needs may need staff to provide physical prompts to help.

There may be occasions where a distressed pupil needs comfort and reassurance, which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Staff should use their own professional judgement when they feel a pupil needs this kind of emotional support and should reflect the child's needs, age and level of maturity. Contact should be responsive and appropriate to the needs of the child, not the adult and should be conducted in an open and transparent manner in the presence of other staff. Where a member of staff has a particular concern about the need to provide this type of care and reassurance, they should seek the advice and guidance of the Headteacher.

General Guidelines

As a general principle, staff must not make gratuitous physical contact with their pupils. There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background or special needs or because they have been abused. Where appropriate, staff should receive information on these children, whilst ensuring that all matters of confidentiality and sensitivity remain of paramount importance. In addition, there should be a common-sense approach where staff and pupils are of different sexes.

Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

Scenarios describing situations requiring physical contact with pupils have been discussed openly during safeguarding training with all staff members.

Appendix 6

Children Missing Education

The Government has placed a duty on local authorities to make arrangements to establish (so far as it is possible to do so) the identities of children in their area who are of compulsory school age and not receiving a suitable education. These children are referred to as Children Missing Education. See Children missing education: statutory guidance for local authorities (September 2016)

Who are Children Missing Education (CME)?

Children of compulsory school age who are:

- Not on a school roll
- Not being educated other than at school
- Identified as having been out of any educational provision for a substantial period of time (4 weeks)

Children go missing from education for a number of reasons including:

- They don't start school at the appropriate time and so they do not enter the educational system
- They are removed from their parents
- Behaviour and/or attendance difficulties
- They cease to attend, due to exclusion, illness or bullying
- They fail to find a suitable school place after moving to a new area
- The family move home regularly
- Problems at home.

The law requires all children between the ages of 5 & 18 to be in full time education or training. CME could also be a potential safeguarding issue.

Children and young people in the following groups are more likely to be missing from education:

- young people who have committed offences
- children living in women's refuges
- children of homeless families perhaps in temporary housing
- young runaways
- children with long term medical or emotional problems
- unaccompanied asylum seekers and refugees or children of asylum-seeking families
- looked after children
- children with a Gypsy/Traveller background
- young carers
- children from transient families
- teenage parents
- children who are excluded from school
- children who are removed or asked to leave independent schools.

Why is it important to get Children Missing Education back in school?

Children who are not in school could be missing out on vital educational and social opportunities and experiences. Some of them may be at risk of harm or be in situations that are unsafe.

Children who are not in school are at greater risk of involvement in criminal activity and becoming victims of crime themselves. There is also a higher risk that these children will be victims of abuse.

Both boys and girls who runaway or go missing from education and /or home or care might be at risk of abuse, neglect and /or sexual and/ or criminal exploitation (CRE).

What can you do to help?

Children Missing Education Services are keen for schools to tell them about these children so that they can make sure that they are safe and that they receive an appropriate education. If you are aware of any St Wystan's pupils, former pupils or prospective pupils whose circumstances have changed resulting in them not receiving a formal education, you must alert your Designated Safeguarding Lead, who will contact the Children Missing Education service in the appropriate local authority.

Please also tell your Local Authority CME service if you have any concerns about children who have gone missing from your area or neighbourhood. If you are aware of other children outside school who are CME you can alert the relevant Local Authority CME service direct and confidentially, either by phone, letter or e-mail. Someone will then make contact with the family and children to make sure that they are safe and to arrange for some appropriate education.

If the children need some support to help them get back into school this will be provided. Although the vast majority of children are located and returned to education, we will work with other agencies such as the Police if we cannot trace a child quickly. Where children go missing, Local Authorities use the national missing children database to inform other parts of the country that there may be children new to their area in need of educational support.

Further information is available from the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Children Missing Education Derbyshire LA co-ordinator and contact details: **Marilyn Simcock, Tel: 01629 536520.**

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll. This requirement does not apply where a pupil's name is deleted after they have completed the final year at the school (i.e. Year 6) unless the local authority have asked to be informed about such deletions.

Appendix 7

Remote Learning: protocol for using Microsoft Teams with pupils

The addition of Microsoft Teams to our remote learning offering provides us with the opportunity to add a layer of synchronous teaching to the pupils. This will enable a greater degree of interaction and support. As with any change in the way we do things, it is vital to ensure that we remain aware of our established policies and procedures and consider what these mean for our new ways of working. Below are the key points to remember when working remotely, from a safeguarding perspective:

1. Our existing policies (e.g. safeguarding, ICT acceptable use, social media) are still applicable. Please remind yourself of these policies if necessary.
2. Communication must remain professional in order that we don't put ourselves at risk of an allegation being made against us.
3. We recognise that there will be times when it is either necessary or appropriate to use your camera (e.g. to demonstrate something) and/or ask a pupil(s) to turn on their camera's (e.g. for small group discussion). Staff should use their discretion and professional judgement as to when to do this and should be mindful of the potential pitfalls, especially in relation to the safeguarding of both themselves and the pupils. The flip side regarding safeguarding is that if we can check in visually on our pupils, we can be sure that they are safe and in good health.
4. The following bullet points outline principles of good practice principles to use when communicating remotely via Teams, especially if you are using your camera:
 - Ideally be sat at desk or table in a public room.
 - Be professionally dressed.
 - Think about what is in the background (if you are in front of a bookcase check what titles can be seen and that there is nothing inappropriate!).
 - Only use your school account.
 - When you begin, start off in audio and introduce yourself and, if necessary, then say that you are about to activate your camera.
 - We anticipate that normally pupils would have their cameras off but recognise that certain situations would benefit from pupils turning their cameras on. If you are using this functionality then please be mindful of point 3 above.
 - With larger classes we would suggest that you get pupils to mute their microphones to reduce background noise. It is better if they ask questions via the 'chat' function or for you to ask questions to specific pupils who can then turn on their microphone and respond. However, you may want to experiment with this depending on group size and nature of what you are doing.
 - If you witness any inappropriate behaviour during a session, please end the session.
 - If you see / hear anything that causes you concern from a safeguarding perspective, please either log it and contact one of the safeguarding team.
 - Ensure that you log out at the end of the session.

Expectations of pupils:

When using Teams, remember that this is an extension of the classroom and you should conduct yourself as you would in a classroom. This includes:

- Participating from an environment that is quiet, safe and free from distraction.
- Ideally you should be sat at desk or table.
- You must be dressed appropriately for class: uniform is not required – but no pyjamas either!
- Consider what is in the background when using your camera.
- At the start of the lesson ensure that your camera is off and that your microphone is muted, although your teacher may ask you to turn your microphone and/or camera on when appropriate.

- Interact patiently and respectfully with your teachers and peers - chat is monitored and the same etiquette applies to chat as it does for email.
- You must NOT record each other's online interactions or take photos of teachers during a face-to-face session.
- You must only use your school account and only use Teams to interact with people from the St. Wystan's community.

Expectations of parents/guardians

- Provide your child with a workspace that is quiet, safe and free from distraction with an adult in the same room.
- Remote learning is a different experience that brings teaching into the home. The same expectations apply as a regular taught lesson, meaning that interaction in these lessons is only between the teacher and the pupils.
- Ensure that communication through Teams is only between teachers and pupils. Any parent to teacher communication should be done via email.
- Parents may not record, share or comment on public forums about individual teachers.

Appendix 8

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.

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 coordinated 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 so as 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 organised) 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 honour based violence;
- An allegation is made that a child under 13 has been involved in penetrative sex or other intimate sexual activity;

Given the responsibility that parents have for the conduct and welfare of their children, professionals should encourage the young person, at all points, to share information with their parents wherever safe to do so.

Appendix 9

Staff Allegations Reporting Form

<p>St Wystan's School</p> <p>DSL/DDSL job description form</p>
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Job title:	<p>Designated safeguarding lead – Ms Kara Lebihan (DSL)</p> <p>Deputy designated safeguarding lead – Mrs Catherine Ralph (DDSL)</p>
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Main duties and responsibilities

General duties
Take lead responsibility for safeguarding and child protection, including online safety, at the school, including the EYFS
Contribute to creating a safe and welcoming learning environment.
Be available during all school hours during term time for staff to discuss any safeguarding concerns.
Organise adequate and appropriate cover arrangements for any out-of-hours/out-of-term activities.
Take lead responsibility for online safety within the School
Managing referrals
Act as the first point of contact for staff members raising safeguarding and child protection concerns.
Identify pupils who may be at risk and use the correct referral protocol to reduce these risks.
Respond appropriately to disclosures or concerns relating to the wellbeing of a pupil.
Refer cases of suspected child protection issues to the appropriate investigating agency.
Work closely with staff on safeguarding and child protection matters, ensuring that staff members understand when it is necessary for a referral to be made.
Refer cases of suspected abuse to the LA and children's social care services (CSCS), and to the police where appropriate.
Where radicalisation is a concern, refer cases to the Channel programme.
Support staff members who make referrals to external agencies.
Notify the DBS of staff who have been dismissed or have left due to posing risk or harm to a child.

Liaise with the LA and follow up any referrals made, ensuring the school aids the LA's work where necessary.

Working with others

Act as a source of support, advice and expertise for all staff.

Engage with children's social care and specialist services as required.

Continuously keep the headteacher informed of any safeguarding issues or ongoing enquiries.

Ensure the governing board is kept up-to-date on a regular basis regarding all child protection issues and investigations.

Have a good knowledge of local inter-agency arrangements led by the three safeguarding partners (the LA and a clinical commissioning group and a chief officer of police from within the LA), and act as the main point of contact with the safeguarding partners.

Have a working knowledge of how LAs conduct a child protection case conference and be able to attend these, as well as effectively contribute to these when required.

As required, work with the case manager and LA designated officer (LADO) for child protection concerns which involve a member of staff.

Work with staff (particularly teachers and the SENCO) on safeguarding matters.

Liaise with the health care professionals where safeguarding concerns are linked to mental health.

Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

Work with the SLT and other key members of staff, taking the lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on these pupils.

Encourage staff members to challenge behaviour that breaches the Staff Code of Conduct.

Provide written reports to the governing board and SLT in a timely manner.

Information sharing

Ensure child protection files are kept up-to-date.

Keep detailed, accurate and secure written records of concerns and referrals.

Where necessary, securely transfer child protection files, and any additional safeguarding information considered appropriate, to other educational establishments, ensuring that confirmation of receipt is obtained.

Understand the importance of information sharing with appropriate staff and external agencies.
Work in line with relevant data protection legislation, including the Data Protection Act 2018 and UK GDPR.
Keep detailed, accurate, secure written records of all concerns, discussions and decisions made, including the rationale for those decisions. This should include instances where referrals were or were not made to another agency, such as LA children’s social care or the Prevent program etc.
Raising awareness
Ensure that child protection policies and procedures are understood by all staff members, especially new and part-time staff, and are implemented correctly.
Ensure the school’s safeguarding and child protection policies are available publicly.
Review the school’s Child Protection and Safeguarding Policy on an annual basis and present it to the governing board for approval.
Link in with the safeguarding partner arrangements to ensure staff are aware of any training opportunities and the latest local policies on safeguarding arrangements.
Assist in promoting educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with staff.
Training
Attend comprehensive safeguarding and child protection training at least every two years.
Undertake Prevent awareness training.
In addition to formal training, update knowledge and skills at regular intervals and at least annually.
Understand the assessment process for providing early help and intervention and take the lead when early help is appropriate.
Ensure staff members are aware of the training opportunities that are available to them.
Provide training and relevant safeguarding updates to staff and governors as required.
Provide comprehensive induction training to new staff and early career teachers (ECTs) with the aim to strengthen their safeguarding skills and experience.
As part of all staff members’ inductions, conduct safeguarding training that includes the following systems: <ul style="list-style-type: none"> ● The Child Protection Policy ● The Behaviour Policy ● The Staff Code of Conduct ● The Children Missing Education Policy

Details about their role, including theirs, and any deputy DSLs', identities and contact details
Provide safeguarding and child protection guidance to deputy DSLs, where appropriate.
Ensure staff members have access to and understand the school's Child Protection and Safeguarding Policy and procedures.
Provide advice and support to staff members regarding child protection issues such as radicalisation.
Keep staff members up to date with guidance regarding safeguarding, including the Prevent duty
Working with pupils
Encourage a culture of listening to pupils and taking account of their wishes and feelings throughout the school and its procedures.
Understand the difficulties pupils may have in approaching staff about their circumstances and ensure trusted relationships are built.
Be alert to, and understand, the specific needs of vulnerable pupils.
Monitor pupils at risk of harm or those that have been subject to harm, providing support and ensuring their welfare.
Online Safety
Ensure a reporting procedure is in place enabling staff to report online concerns, and that they know who to report concerns to
Ensure staff have read and understand policies relevant to online safety
Keep abreast of changes to legislation pertaining to online safety
Ensure pupils are well-informed on online safety and have the mechanisms to report instances of it
Keep parents well-informed online safety
Ensure filtering and monitoring is robust and in line with current legislation

The head teacher will ensure sufficient time is given to the DSL and DDSL to enable them to fulfil their roles.

Further information on the role of the DSL can be found in Annex C of KCSIE: [Keeping children safe in education 2025 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67147/Keeping-children-safe-in-education-2025.pdf)

APPENDIX 11

Online safety resources as outlined by KCSIE

[DfE advice for schools: Teaching online safety in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/teaching-online-safety-in-schools)

UK council for internet safety: [Education for a Connected World - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/education-for-a-connected-world)

UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2025\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

UKCIS external visitors guidance: [Using external expertise to enhance online safety education: Guidance for education settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/using-external-expertise-to-enhance-online-safety-education-guidance-for-education-settings)

National Crime Agency (protecting children and young people from online child sexual abuse through education): [CEOP Education](https://www.ceop.education.gov.uk/)

Public Health England: [Mental wellbeing | Overview | PHE School Zone](https://www.phe.gov.uk/topics/mentalwellbeing/overview/)

Advice for schools and colleges to support their approach to harmful online challenges and hoaxes [Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/harmful-online-challenges-and-online-hoaxes)