

**Derby Skillbuild**  
**Safeguarding Policy and Procedures**

<b>Version</b>	<b>Author</b>	<b>Date issued</b>	<b>Review Date</b>
1	Neal Brown Head of Operations Designated Safeguarding Lead (DSL)	September 2020	September 2021
1.1	Neal Brown Head of Operations (DSL)		Next review September 2022
2.0	Patrick Jebbison (DSL)	July 25, 2023	Next review September 2024
2.1	Tim Kerry (DDSL)	16/08/2023 - updated process to include concerns made by staff.	

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## Procedural Section

### Section 1: Introduction

This safeguarding policy outlines how Derby Skillbuild (DSB) will safeguard and promote children's welfare to keep our learners safe from abuse, neglect, and exploitation.

The policy applies to all adults, including volunteers, Directors, and contractors working in or on behalf of the setting. The main body of the policy is split into procedural and strategic sections to distinguish between safeguarding policy and procedure.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
- Taking action to enable all children to achieve the best outcomes

Children include everyone under the age of 18.

We help to keep children safe by:

- Providing safe environments, with secure access, where children can learn and develop
- Acting in the best interests of children to protect them online and offline
- Identifying children who may need early help, and who are at risk of harm or have been harmed. This can include, but is not limited to, neglect, abuse (including by other children), grooming or exploitation
- Taking timely and appropriate safeguarding action for children who need extra help or who may be suffering, or likely to suffer, harm. This includes, if required, referring in a timely way to those who have the expertise to help
- Using safe recruitment processes and managing allegations that may meet the harm threshold and allegations/concerns that do not meet the harm threshold, referred to as low-level concerns

We will ensure that parents/carers and our partner agencies are aware of our child protection/safeguarding policy by ensuring that it is on DSB website. Parents at induction are referred to the policy and how to access this as part of DSB information session. DSB website will also have information about how parents/children/other agencies can contact the designated

safeguarding lead and their deputy. Pupils, parents/carer(s) and agencies can report a concern via the "Report a Concern" tab on the website.

## **Safeguarding and child protection policy statement**

DSB operates on a holistic system approach and culture to safeguarding and protecting children. Where safeguarding is concerned, we maintain an attitude of "it could happen here". We recognize that everyone at DSB has a role to play to keep children safe; this includes identifying concerns, sharing information, and taking prompt action. Safeguarding and child protection are incorporated in all relevant aspects of processes and policy development. All systems, processes and policies operate with the best interests of a child at their centre. Staff roles and responsibilities in safeguarding can be found in Policy section1

We ensure that all children are safeguarded while on or off DSB premises and are proactive about anticipating and managing risks that children face in the wider community and online. To support this, DSB assesses the risks and issues in the wider community when considering the well-being and safety of its learners. Learners attend DSB from various areas of Derby.

The Personal, Social, Health and economic education (PSHE) subject makes significant contributions to student's spiritual, moral, social and cultural development, their behaviour and safety and DSB's responsibility to promote students' well-being. Learners are taught about identity, relationships, balanced lifestyles, managing risk, diversity and equality, rights, responsibilities and consent, change, resilience and preparation for adult life. DSB works closely with local agencies to offer a wide range of support for learners and learners are referred to services for support, for example emotional wellbeing/mental health services. Services are invited in to DSB to present or work with groups as part of the PSHE curriculum, for example radicalization and knife awareness.

- DSB recognises we have an important role to play in multi-agency safeguarding arrangements and contributes to multi-agency working as set out in [Working Together to Safeguard Children](#) (2018). DSB understands its role within local safeguarding arrangements and operates [Human Rights Act](#) (1998) and [Equality Act](#) (2010), including the Public Sector Equality Duty
- [Data Protection Act](#) (2018) and [UK GDPR](#)
- [Prevent Duty Guidance](#) (2015)
- [Derby and Derbyshire Multi-agency Safeguarding Children procedures](#)

Safeguarding is not just about protecting children from deliberate harm, neglect, or failure to act, it relates to broader aspects of care and training. This policy therefore complements and supports a range of other DSB policies, such as:

- Children's health and safety and well-being, including their mental health

- Behaviour policy, including how we engage learners struggling to engage at DSB, mental health and behaviour, acceptable and non-acceptable behaviours, how we prevent and respond to bullying including cyber bullying, prejudiced based and discriminatory bullying and child-on-child abuse.
- Suspension and permanent exclusion
- DSB attendance, including children who runaway or go missing from our program,
- Providing first aid
- Educational visits
- Online safety, including use of mobile and smart technology, online safety at DSB and at home and other associated issues, including sharing nudes and semi-nudes, use of pupil mobile phones at DSB, appropriate filtering and monitoring and how children can be kept safe from terrorist and extremist materials
- Safer recruitment and selection, including single central record (SCR)
- Staff behaviour (code of conduct), including low level concerns, managing allegations against staff, contractors and volunteers incorporating 'duty to refer' and whistleblowing, acceptable use of technologies/mobile devices, staff/learner relationships and communications, including the use of social media
- DSB security and visitors
- Policy/agreement for visiting speakers
- Relationships education (RE)/relationships and sex education (RSE) and health education (physical and mental well-being)
- Communications
- Complaints procedure
- Information sharing

## Section 2: What is Abuse?

Abuse is a form of maltreatment of a child which may be caused by an adult, adults or by another child or children inflicting harm or by failing to prevent harm. The abuse can be physical, sexual, neglect or emotional, including witnessing the ill treatment of others, such as domestic abuse. Children can be at risk of abuse inside and outside of their home, in their community, inside and outside of DSB and online.

Safeguarding issues can put children at risk of harm. Behaviours linked to drug taking and or alcohol misuse, deliberately missing training, serious violence (including county lines), radicalization, consensual/non-consensual sharing of nude and semi-nude images can be signs that children are at risk. Abuse, neglect, and safeguarding issues are rarely stand-alone events; in most cases multiple issues will overlap with one another.

Safeguarding action may be needed to protect children from the following risks, which include abuse perpetrated by other children as well as by adults:

- Any concerns that a child has suffered or is at risk of suffering physical abuse, sexual abuse, emotional abuse, or neglect
- Bullying, including online bullying and prejudice-based bullying, racist, disability and homophobic or transphobic abuse
- Gender-based violence/violence against women and girls
- Sexual harassment, online sexual abuse, and sexual violence between children. Online abuse can include sending abusive, harassing, and misogynistic or misandrist messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
- Radicalization and/or extremist behaviour
- Child sexual exploitation and child criminal exploitation, including county lines. This is known locally as child at risk of exploitation or 'CRE'
- Risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalization; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
- Abuse within intimate personal relationships between children (sometimes known as 'teenage relationship' abuse)
- Upskirting
- Substance misuse – drugs and alcohol
- Gang activity and serious violence, particularly affecting young males who have been excluded, have experienced trauma and have been involved in offending
- Domestic abuse
- Forced marriage, female genital mutilation and so-called 'honour-based' violence
- Children with Perplexing Presentations (PP) in whom illness is fabricated or induced (FII)
- Homelessness
- Other issues not listed here but that pose a risk to children

Further information about indicators of abuse and neglect as well as safeguarding risks noted above are in [Keeping Children Safe in Education](#) (2023)

### Section 3: Responding to concerns about a child's welfare

Key points to remember for any member of staff (including volunteers) or visitors whenever they have any concerns about a child's welfare:

- In an emergency take the action necessary to help the child, for example, call 999
- Do not assume a colleague or another professional will act and share information that might be critical to keeping a child safe. Early information sharing is vital in keeping children safe, whether this is when problems first emerge, or when a child is already known to local authority children's social care
- Report your concern to the designated safeguarding lead or their deputy as soon as you can and by the end of the day at the latest.
- Staff must report any safeguarding concerns at the earliest opportunity and must not leave site until this is reported
- If you are unsure speak to the designated safeguarding lead or their deputy
- If the designated safeguarding lead or their deputy is not around, ensure the information is shared with the most senior person at DSB that day (Head of DSB). The concerns and any action taken must then be shared with the designated safeguarding lead as soon as it is possible
- If the concerns are about sharing nudes and semi-nudes do not view, copy, print or share the images
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- As soon as you are able complete a record of the concerns. This should be on the same day and before the child is due to leave DSB premises. Add all safeguarding concerns on the DSB safeguarding report form and alert the DSL/DDSL,
- seek support for yourself if you are distressed

Staff must always **immediately** inform the designated safeguarding lead or their deputy if there are any:

- Concerns that a child is presenting signs or symptoms of abuse or neglect, including suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Searching incidents where there are reasonable grounds to suspect a learner was in possession of a prohibited items or where a search has revealed a safeguarding risk
- Behaviour or changes in presentation, including changes in DSB attendance, which gives rise to suspicions that a child may not be receiving adequate care or may be suffering harm
- Hint or disclosure of abuse about or by a child
- Concerns that a person(s) who may pose a risk to children is living in a household with children present
- Concerns about online abuse including cybercrime, exploitation, harmful sexual behaviour, sharing nudes and semi nudes and/or where any adult appears to be sexually communicating (e.g., email, text, written note or verbally) with a child
- Concerns about child-on-child abuse, including sexual violence and harassment
- Information which indicates that the child is living with someone who does not have parental responsibility for them (this is known as private fostering)
- Concerns that a child is at risk of domestic abuse or so called 'honour-based' abuse, including forced marriage, female genital mutilation (FGM), breast ironing, virginity testing or hymenoplasty
- Concerns that a child is at risk of radicalization, child sexual exploitation or criminal exploitation, including county lines; (this is also known locally as CRE - child at risk of exploitation) or that a child or their parent/carer may be a victim of modern slavery (trafficked)

There will also be occasions when you suspect that a child may be at risk, but you have no 'real' evidence or that the child may need support with their mental health. The child's behaviour and or appearance may have changed, their attendance at DSB may have reduced, their ability to concentrate and focus may have altered, or you may have noticed other behavioural and or physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

It is not the responsibility of DSB staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of local authority children's social care. All staff, however, have a duty to recognize where extra support is needed or where there are complex needs or child protection concerns requiring intensive or specialist support.

Ensure you record these early concerns using DSB Report a Concern Form. If a child or adult does begin to reveal that a child is being harmed, you should follow the advice in the section 'Disclosure flowchart' - See Appendix 2



**Remember: If you are unsure, you should always have a discussion with the Designated Safeguarding Lead or their deputy**

### **If a child chooses to tell a member of staff about a concern or abuse**

It takes a lot of courage for a child, parent, carer, or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault. It is important they are reassured that they are being taken seriously, and that they will be supported and kept safe. They should not be made to feel they are creating a problem or feel ashamed for making a report.

If a child or adult talks to you about any risks to a child's safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement.

During your conversation with the child (or their parent/carer):

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions
- Keep questions to a minimum and of an open nature ('TED questions' tell me, explain, describe) i.e., 'can you tell me what happened?' rather than 'did x hit you?'
- Remain calm and do not overreact – the child (or their parent/carer) may stop talking if they feel they are upsetting you
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but they may interpret it that they have done something wrong
- Do not be afraid of silences – remember how hard this must be for the child or adult
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this
- At an appropriate time tell the child or adult that to help them you must pass the information on
- Do not automatically offer any physical touch as comfort; it may be comforting to a child who has been abused
- Tell the child or adult what will happen next. The child or adult may agree to go with you to see the designated safeguarding lead. Otherwise let them know that someone will come to see or contact them before the end of the day
- Report verbally to the designated safeguarding lead

- Write up your conversation as soon as possible and inform the designated safeguarding lead
- Children should not be asked to write statements about abuse or any concerns that may have happened to them or sign the staff record
- Seek support if you feel distressed. This may be sometime after the disclosure

**Note:** Refer to the DSB Disclosure Flow Chart

### **Role of the designated safeguarding lead and their deputy following identification of concerns**

Whenever the designated safeguarding lead or their deputy receive information regarding concerns about a child, they will:

- Review information received and assess if any urgent actions are needed, i.e. medical, child's immediate safety
- Check what is known about the child when they arrived (or not) at DSB today, how they are presenting physically and emotionally and if there are any changes in their behaviour
- Consider what is already known about the child and their family, including whether any previous concerns have been raised by staff or if they are already known to local authority children's services (targeted early help or social care)
- Consider what 'checks' need to be carried out and how best these can be achieved
- Inform relevant DSB staff who have a specific need to know i.e. tutors and relevant support staff
- Where appropriate use relevant national, local and education-based risk identifying, assessment tools and guidance to support the identification of needs and decision making, such as:
- Not directly approaching a child or parent/carer about an incident when DSB have received a domestic abuse notification (SDAT) and instead make general enquiries with the child about how they are. If a child initiates a conversation about the incident the guidance outlined in the section 'Disclosure Flowchart' will be followed.
- Following the [Derby and Derbyshire Safeguarding Children Procedures](#) and using the DDSCP [Threshold document](#) to support decision making about the child's needs and the appropriate level of support and intervention. Possible options include internal support via DSB Safeguarding team, early help assessment and referral to statutory services such as local authority children's services.
- Considering whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm.
- If unsure about the action to take, including that a child protection referral should be made, seeking advice from local authority children's social care or another appropriate agency.

- If the concerns are about radicalization or violent extremism, make a referral to the Police Prevention Team.
- Where the learner has complex needs or where there are child protection concerns, referring as appropriate to Local Authority Children’s Services via agreed processes.
- If a child is at risk of immediate harm, and/or where it is believed a criminal offence has been committed, including sexual violence and harassment, refer to the police. See [NPCC When to call the police; guidance for DSBs and colleges](#). Safeguarding considerations must take priority and include how screening, searching, and confiscating powers will be used safely, proportionately, and appropriately

### **Notifying parents/carers**

DSB will normally seek to discuss any needs or concerns about a child with their parents or carers. Where an early help assessment would benefit the child and their family the most appropriate member of staff should approach the parent/carer to take this forward. In situations where there are serious needs or child protection concerns the designated safeguarding lead or deputy will contact the parent or carer. However, if the setting believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from local authority children’s social care.

### **Referral to local authority children’s social care (intensive and specialist support)**

Concerns about a child’s welfare will be referred to the local authority children’s social care using the agreed referral process as outlined in Derby and Derbyshire Safeguarding Children; [Making a referral to Children’s Social Care procedure](#).

**If at any point there is a risk of immediate serious harm to a child, an immediate referral should be made to local authority children’s social care and/or if appropriate, the police  
Anybody can make the referral**

Where it is believed that there are urgent child protection concerns, the designated safeguarding lead or deputy will make a referral to local authority children’s social care by phone and follow this up in ‘writing’ via the local authority Online Referral System. Non-urgent cases will be referred via the local authority Care Online Referral System.

In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action hasn’t been taken, any staff member can refer their concerns directly to local authority children’s social care; however, they should inform the designated safeguarding lead or deputy as soon as possible.

## **Female genital mutilation (FGM)**

If the referral is about a 'known' case of female genital mutilation (FGM), in addition to a referral to local authority children's social care, the individual tutor also has a mandatory reporting duty; see [Mandatory Reporting of Female Genital Mutilation; procedural information](#) (2015). Under this duty, 'known' cases of FGM where a girl under 18 informs the person that an act of FGM has been carried out on her, or where physical signs appear to show that an act of FGM was carried out, this must be reported to the police on 101. This is a personal responsibility in addition to the referral to the local authority children's social care and the professional who identifies FGM and/or receives the disclosure should make the report by the end of the workday.

### **Action following referral**

The designated safeguarding lead, their deputy or other appropriate member of staff will:

- Where a referral was made by phone follow up the referral in writing using the online referral system within 48 hours
- Be aware that local authority children's social care should make a decision within one working day of the referral being made about what course of action they are taking and let DSB know the outcome. If the information is not forthcoming, the designated safeguarding lead or another appropriate member of staff should follow this up
- Maintain contact with the allocated social worker and support them or other agencies following any referral
- Contribute to any strategy discussion or meetings
- Support any Section 47 enquiries or statutory assessments that are carried out
- Provide a report for, attend, and contribute to any initial and review Child Protection Conference. This includes sharing any reports with parents/carers and where appropriate, the child
- Share the content of this report with the parent/carer and if appropriate the child, prior to the meeting
- Attend core group meetings for any child subject to a Child Protection plan or Child in Need meeting for any child subject to a Child in Need plan
- Whenever there are concerns about the outcome of a Child Protection Conference, use the appropriate [Derby](#) or [Derbyshire](#) Child Protection Conference Professional Dissent Process
- Where a child on a Child Protection plan, Child in Need plan or who is Looked After moves from DSB or goes missing, immediately inform the key worker in local authority children's social care

- If after the referral the child’s situation does not appear to be improving the designated safeguarding lead should press for re-consideration to ensure their concerns have been addressed and the child’s situation does not appear to be improving the designated safeguarding lead should press for re-consideration to ensure their concerns have been addressed and the child’s situation improves. See Derby and Derbyshire [Multi-Agency Dispute Resolution and Escalation Policy](#)

## Confidentiality and sharing information

DSB recognises the importance of information sharing between DSB and local agencies to effectively safeguard our learners. DSB operates with regard to HM Government [Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (2018) and DDSCP [Information Sharing Guidance for Practitioners](#) (2022).

All staff will be mindful of the seven golden rules to sharing information (See Appendix 4) and [Data Protection Act](#) (2018) and UK [General Data Protection Regulation](#) (UK GDPR) obligations. Staff are aware that the Data Protection Act 2018 and UK GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe and promoting their welfare.

DSB staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of a child, whether this is when problems are first emerging, or where a child is already known to local authority children’s social care.

**If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy**

**Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children**

Staff should only discuss concerns with the designated safeguarding lead or deputy (or the most senior person on the premises if they are unavailable), CEO (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

Wherever possible consent will be sought to share information. However, where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as local authority children's social care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

DSB policy on information-sharing is available to parents and children on request.

## **Record keeping**

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the DSB agreed processes. If in doubt about recording requirements staff should discuss it with the designated safeguarding lead or their deputy.

Records will 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, as well as a review of any progress made. Any professional differences of opinion about the safety of a child will also be recorded; see DDSCP Multi Agency [Dispute Resolution and Escalation Policy](#) and [Derby](#) or [Derbyshire](#) Child Protection Conference Professional Dissent Process

When a child leaves DSB the designated safeguarding lead will ensure a copy of these records will be sent securely as soon as possible to other education/training setting to which the child transfers and a confirmation of receipt obtained. This will allow the new provider to continue supporting the child and have the support in place for when the child arrives.

The designated safeguarding lead will also consider if it would be appropriate to share any information with the new education provider in advance of the child leaving e.g. children who have or who have had a social worker and those receiving support through the Channel programme.

## **Support for those involved in a safeguarding/child protection issue**

Child neglect, abuse and exploitation are devastating for children and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- Taking all suspicions and disclosures seriously
- The DSL will keep all parties informed and be the central point of contact
- Nominating a 'case manager' where a member of staff is the subject of an allegation made by a child
- Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies

- Storing records securely
- Offering details of helplines, counselling, or other avenues of external support
- Following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- Co-operating fully with relevant statutory agencies

#### **Section 4: Child-on-child abuse, including sexual violence and harassment**

All staff working in or on behalf of DSB maintain an attitude of ‘it could happen here’ – this is especially important when considering child-on-child abuse. Even if there are no reports it does not mean it is not happening.

**If staff have any concerns regarding child-on-child abuse, they should speak to the designated safeguarding lead or their deputy**

DSB recognises that children may abuse their peers physically, sexually, and emotionally. There is a zero-tolerance approach to child-on-child abuse; abuse is abuse and this will not be tolerated or passed off as ‘banter’, ‘just having a laugh’, ‘boys being boys’ or ‘part of growing up’ as this can lead to a culture of unacceptable behaviours and an unsafe environment for children

DSB will take child-on-child abuse as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We will respond to all reports and concerns, including those that have happened outside of the DSB and / or online. In addition, we also recognise that children who abuse others and any other child affected by child-on-child abuse are also likely to have considerable welfare and safeguarding issues themselves

#### **What is child-on-child abuse?**

- [Keeping Children Safe In Education](#) (2023) defines child-on-child abuse as most likely to include but not limited to:
  - Bullying (including cyberbullying, prejudice based and discriminatory bullying)
  - Abuse within intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and /or encourages physical abuse)

- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and /or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- It can also include causing someone to engage in extremist or radicalizing behaviour
- Child-on-child abuse exists on a continuum and different forms of abuse may overlap
- It can affect any child/young person of any age and sex and can occur between two children or through a group of children abusing a single child or group of children
- Sometimes vulnerable children are targeted. For example:
  - Those living with domestic abuse or with intra-familial abuse in their histories
  - Young people in care
  - Those who have experienced bereavement through the loss of a parent, sibling, or friend
- Black and minority ethnic children are under identified as victims but are over identified as perpetrators
- There is recognition that it is more likely girls will be victims and boys are likely to be perpetrators. However, both girls and boys can experience child-on-child abuse, but they are likely to experience it differently e.g., girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group)
- Evidence also shows that children with SEND, and LGBTQ+ children are at greater risk
- It is influenced by the nature of the environments in which children/young people spend their time - home, DSB, peer group, online and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc., can all be used to exert power over a peer
- Child-on-child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another and has the opportunity or is in an environment where this is possible



- While perpetrators of child-on-child abuse pose a risk to others, they are often victims of abuse themselves

## **Preventing child-on-child abuse**

There is a whole DSB approach to preventing child-on-child abuse, including child-on-child sexual violence and sexual harassment; this forms part of the whole DSB approach to safeguarding. DSB will seek to minimize the risk of child-on-child abuse by ensuring an approach that prepares learners for life in modern Britain. The establishment has a clear set of values and standards which are upheld and demonstrated throughout all aspects of DSB life.

DSB provides a safe environment, promotes a culture of positive standards of behaviour, takes steps to address inappropriate behaviour, has effective systems in place where children can confidently raise concerns knowing they will be taken seriously and provides safeguarding through the curriculum via relationships education/relationships and sex education, online safety, and other curriculum opportunities.

All staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Downplaying certain behaviours will not be tolerated or passed off. Staff will maintain an attitude of 'it could happen here' and all inappropriate behaviour will be addressed.

DSB deals with a wide continuum of children's behaviour on a day-to-day basis and most cases will be dealt with via DSB based processes. These are outlined in the following policies:

- DSBs behaviour policy, including bullying/ online bullying and prejudice-based bullying and DSB screening, searching, and confiscating powers and how they will be used safely, and appropriately
- Online safety policy and other associated issues, including sharing nudes and semi-nudes and extremist material
- Children who runaway or go missing
- Relationships education/ relationships and sex education

## **Systems for children to report abuse**

Even if there are no reports, all staff understand it does not mean it is not happening; it may be the case that it is not being reported. We recognize that children may not find it easy to tell staff about the abuse, that certain children may have additional barriers to telling someone and

children can show signs or act in ways they hope adults will notice or react to. In some cases, victims may make indirect reports via a friend or staff may overhear conversations. All staff recognize the indicators and signs of child-on-child abuse and know how to identify it. Staff will continue to remind students of the “Report a Concern” tab on our website. The “Reporting a Concerns” can be complete in the privacy of the student’s home or at any location - as long as they have access to the internet.

**If staff have any concerns regarding child-on-child abuse, they should speak to the designated safeguarding lead or deputy**

### **Action on concerns**

Child-on-child abuse may be a one-off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive, however in some circumstances it may be less clear. In particular, reports of sexual violence and harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. In all cases the initial response to a report is very important. Members of staff will take their concerns seriously and reassure the children that they will be supported and kept safe, regardless of how long it has taken them to come forward. The victim will not be given the impression they are creating a problem or made to feel ashamed for making a report or their experience minimized. Abuse which has occurred online or outside of DSB will be treated just as seriously as that which has occurred within DSB training centre.

Staff must complete DSB concern form. Responding to concerns about a child’s welfare and discuss the concerns and seek advice from the designated safeguarding lead.

When an allegation is made by a pupil/student against another pupil/student, members of staff should consider if the issues raised indicate that the child and/or alleged perpetrator may have low level, emerging needs, complex/serious needs, or child protection concerns and follow DSB disclosure flowchart and DSB safeguarding disclosure guide

In serious incidents of child-on-child abuse DSB SLT members will meet to discuss the incident and agree to any immediate actions which need to be taken.

Considerations for cases where child-on-child abuse is a factor include:

- What are the wishes of victims in terms of how they want to proceed?
- What is the nature, extent and context of the behaviour including verbal, physical, sexual (including sharing of nudes/semi-nudes) and/or online abuse? Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy? What was the time, location, duration, and frequency? Is the incident a one off or a sustained pattern of abuse? (Remember there may be other forms of abuse in addition to what

has been reported) Were other children and /or adults involved? Has a crime been committed and/or have any harmful sexual behaviours been displayed?

- What is the child's age, development, capacity to understand and make decisions (including anything that might have had an impact on this e.g., coercion), and family and social circumstances? What is the nature of the relationship between the children involved? Are they in a current or previous intimate personal relationship, do they live in the same household or setting, attend DSB, classes, or transport?
- What are the relative chronological and developmental ages of the children? Does the victim or perpetrator have a disability or learning difficulty? Are there any differentials in power, social standing, or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the child victim or alleged perpetrator themselves and others e.g., other children at DSB, adult students, DSB staff, in the child's household (particularly siblings or other children related to the household), extended family, peer group or wider social network? Are there any links to child sexual exploitation, child criminal exploitation or gang related activity?

Immediate consideration should be given to how best to support and protect the victim and alleged perpetrator and any other children involved/impacted. Where the report involves rape and assault by penetration, the alleged perpetrator must be removed from any classes they share with the victim. There must also be careful consideration on how best to keep the victim and alleged perpetrator apart on DSB premises (including any before or after DSB activities) and on transport to and from DSB.

For all other reports of sexual violence and sexual harassment and forms of child-on-child abuse, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, DSBs premises and transport should be considered immediately.

All decisions will be made in the best interests of the children involved and should not be perceived to be a judgement on the guilt of the alleged perpetrator. In all cases, the initial report should be carefully evaluated on a case-by-case basis with the designated safeguarding lead taking a leading role and using their professional judgement, supported by other agencies, such as local authority children's social care and the police as required. The designated safeguarding lead will refer to relevant assessment tools and guidance as appropriate such as:

- [Keeping Children Safe in Education](#), part five
- [Sharing nudes and semi-nudes; advice for education settings working with children and young people](#)
- [Searching, screening and confiscation](#)
- [Stop it Now Sexual Behaviours Traffic Light Tool](#)
- [DDSCP Thresholds Document](#)

- [DDSCP Safeguarding Children Procedures](#), in particular, children who present a risk of harm to others and Online Safety and Internet Abuse procedures
- [When to call the police - guidance for schools and colleges](#)

Whenever there is an allegation of abuse, including concerns about sexual harassment and violence, made against a child, the designated safeguarding lead and other appropriate staff will draw together separate risk and needs assessments and action plans to support the victim and the alleged perpetrator. These will consider:

- The victim, especially their protection and support
- Whether there have been other victims
- The alleged perpetrator/s
- All the other children (and if appropriate adult students and staff) at DSB, especially any actions that are needed to protect them from the perpetrator/s, or from future harms
- The time and location of the incident and any action required to make the location safer
- When information can be disclosed to staff and others, including the alleged perpetrator and parents/carers

Whenever local authority children's social care and/or the police are involved, DSB will work in collaboration to ensure the best possible support and protection is provided for both the victim and the alleged perpetrator.

All reports of child-on-child abuse (including sexual harassment and/or sexual violence) will be recorded on the DSB Safeguarding form. This will include all decision making, risk and needs assessment, and all planning will be recorded in writing.

Where appropriate incidents may be managed internally (low level needs), via early help (emerging needs) or through local authority children's social care (complex/serious needs or child protection concerns); reports to the police will be run in parallel with children's social care as outlined in the Derby and Derbyshire multi-agency safeguarding [procedures](#), in particular [Children who Present a Risk of Harm to Others](#) and [Online Safety and Internet Abuse](#) procedure.

All risk and needs assessment and action plans whether internal or multi-agency will be reviewed and updated on a regular basis. If things do not improve or deteriorate the situation should be reconsidered.

Where the victim or alleged perpetrator transfers to another training provider or education setting, the designated safeguarding lead will ensure the new provider will be made aware of any on-going support needs (and will discuss this with the victim and where appropriate their

parents, as to the most suitable way of doing this). In the case of the alleged perpetrator, where appropriate, this will also include potential risks to other children and staff.

**Any suspicion or allegations that a child has been sexually abused or is likely to sexually abuse another child (or adult) or where there are concerns about any other form of abuse, a referral must be made immediately to local authority children's social care and where appropriate, the police**

## **Section 5: What staff should do if they have a safeguarding concern or an allegation about another member of staff or concerns about safeguarding practices within DSB**

As part of DSB whole approach to safeguarding there are processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Our culture and environment support staff to discuss matters that concern them in the workplace and, where appropriate, outside the workplace which may have implications for the welfare and safety of children.

All concerns and or allegations about adults working in or on behalf of DSB (including, contractors, and volunteers) will be reported, recorded, and dealt with promptly and appropriately.

By doing so everyone in DSB will:

- Create and embed a culture of openness, trust, and transparency
- Help to identify concerning, problematic or inappropriate behaviour at an early stage
- Minimise risk of abuse
- Ensure that DSB staff are clear about professional boundaries and act within these

DSB recognise there are two levels of allegation/concern

1. Allegations that may meet the harms threshold
2. Allegations/concerns that do not meet the harms threshold, also known as 'low level concerns'

Our response to concerns/allegations is consistent with the DDSCP Safeguarding Children [Allegations against Staff, Carers and Volunteers](#) procedure and we also refer to the DDSCP Briefing Note: [Low-Level Concerns about Staff](#).

### **1. Allegations that may meet the harms threshold**

This is where an allegation might indicate that a person will pose a risk of harm if they continue to work in their present position, or in any capacity with children at DSB. Where it is alleged that anyone working in the establishment, contractors and volunteers has:

- Behaved in a way that has harmed a child, or may have harmed a child and/or;
- Possibly committed a criminal offence against or related to a child and/or;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This includes any behaviour that may have happened outside DSB and is known as transferable risk.

### **If you have concerns about another staff member**

Staff who are concerned about the conduct of a colleague (including contractors, and volunteers) must remember that the welfare of the child is paramount.

All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported without delay to the CEO. Where there are concerns allegations about the CEO/Head of Operations this should be referred to the Local Authority Designated Officer (LADO). The members of staff should make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc.; this should then be signed and dated.

An allegation panel will be convened at DSB consisting of the CEO, Head of Operations and DSL. The panel will discuss the allegation and decide if this meets the criteria for a LADO referral based on the LADO thresholds. Where this threshold is not met, and the concern is identified as a low-level concern there may be further action taken following DSBs disciplinary procedures.

### **Looking after the welfare of the child**

Where a child has been harmed, or there is an immediate risk of harm to a child or if the situation is an emergency, local authority children's social care should be contacted and where appropriate the police. It is the designated safeguarding lead's responsibility to ensure the child is not at risk and refer cases of suspected abuse to children's social care.

For further information about how concerns which may meet the harms threshold will be investigated, recorded and managed. This includes non-recent allegations by a child and referrals to the Local Authority Designated Officer (LADO) which incorporates low-level concerns, managing allegations against staff and whistleblowing.

## **2. Concerns that do not meet the harm threshold**

Allegation/concerns that do not meet the harms threshold are referred to as 'low-level concerns'. A low-level concern does not mean it is insignificant, rather that the behaviour towards the child does not meet the harm threshold as outlined above.

A low-level concern is any concern, no matter how small, that an adult working in or on behalf of DSB may have acted in a way that is:

- Inconsistent with the staff behaviour (code of conduct) policy, including inappropriate conduct outside of work, or
- Does not meet the harm threshold or is not serious enough to consider a referral to the Local Authority Designated Officer (LADO)

The behaviour can exist on a wide spectrum. Further information about distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour can be found in the DSB staff behaviour (code of conduct) policy.

Low-level concerns about the CEO should be reported to the chair of governors LADO

Staff are also encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others and/or on reflection they believe they have behaved in a way that they consider falls below the expected professional standards.

The CEO will be the decision maker in respect of all low-level concerns; however, this may be undertaken in collaboration with the designated safeguarding lead. Reports about volunteers or contractors will be notified to their employers. All low-level concerns will be recorded in writing to include details of the concern, the context and the action taken.

### **Concerns about safeguarding practices within DSB**

All staff are encouraged to raise concerns about poor or unsafe practice and potential failures in the DSB safeguarding regime. These concerns will be taken seriously by the senior leadership team. For information about how to raise concerns with the senior leadership team or other channels see staff behaviour (code of conduct) policy, which incorporates the whistleblowing routes available to staff.

## Policy Section

### Section 1: DSB staff safeguarding roles and responsibilities

#### Staff induction

Staff at DSB will have an induction appropriate to their roles, which will include organisation aspirations, and expectations of all staff, as well as what is considered acceptable and what is not. New staff will also receive information about systems within DSB which support safeguarding, including online safety and copies of policies; this includes:

- Safeguarding policy, which includes how the DSB deals with child-on-child abuse
- DSB behaviour policy, which includes DSB measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Staff behaviour (code of conduct) policy, which includes acceptable use of technologies/mobile devices, staff/learner relationship and communications, including the use of social media. The policy also incorporates low-level concerns, allegations against staff and whistleblowing
- The safeguarding response to children who go missing from DSB
- The safeguarding response to child-on-child abuse
- The role and names of the designated safeguarding lead, their deputy

All staff will:

- Receive a paper/electronic copy of, read and sign to say that they have received, read, and understood:

o Those who work directly with children at least Part one of [Keeping Children Safe in Education: for school and college staff](#) and Annex B: Further information (2023)



o DSB leaders, CEO's and designated safeguarding leads/deputy all of [Keeping Children Safe in Education](#) (2023)

o Staff who do not work with children directly should read: [Keeping Children Safe in Education: for school and college staff \(part 1\)](#) or Annex - A Safeguarding information for DSB and staff (a condensed version of part 1)

All staff will:

- Be aware of:

o The Stopping Domestic Abuse Together initiative (known nationally as Operation Encompass), a police-led early domestic abuse notification to DSB

o The safeguarding response to children who go missing from DSB

o The safeguarding response to child-on-child abuse

o The early help process for low level and emerging needs and understand their role in it

o The process for making a referral to local authority children's social care, the statutory assessments that may follow this and the role they may play in such assessments

- Know what to do if a child tells them they are being abused, exploited, or neglected and will be able to reassure children they are being taken seriously, will be supported, and kept safe
- Know what to do if a child shares, produces or receives a sexual communication, including sharing nudes/ semi-nudes
- Know what to do if a parent or carer shares any concerns about a child
- Be aware:

o Children may not feel ready or know how to tell and/or might not recognise their experiences as harmful and that certain children may face additional barriers to telling

o Any child may benefit from early help and be alert to the need for early help for some groups of children

o Indicators of abuse and neglect – the need to understand that children can be at risk inside and outside of DSB, in their home, institutional or community setting and online

- o Children can abuse other children, referred to as child-on-child abuse, and the DSB policy to prevent and respond to it
- o Children with special education needs or disabilities (SEND), particularly those with neurodevelopmental conditions such as autism, as well as those with certain medical or physical health conditions are particularly vulnerable to online and offline abuse, exploitation, and neglect - and face additional barriers to the recognition of this abuse
- o Technology is a significant component in many safeguarding and well-being issues
- o 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
- o That children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse
- o Of the 'one chance' rule with suspected or actual victims of forced marriage and so called 'honour-based' abuse. That is, they may only have one opportunity to speak to a victim or potential victim to offer appropriate support and advice
- o Of the indicators which may signal children are at risk from, or involved with, serious violent crime
  - Have the skills, knowledge and understanding to keep looked after children and previously looked after children safe
  - Discuss/report any concerns they have about a child with the designated safeguarding lead or their deputy. If staff members are unsure, they should always speak to the designated safeguarding lead or their deputy
  - Speak to the designated safeguarding lead or deputy about any concerns about so called 'honour-based' abuse, breast ironing, female genital mutilation (FGM)<sup>4</sup>, virginity testing and hymenoplasty<sup>5</sup>
  - Work with the designated safeguarding lead and do everything they can to support social workers to help them carry out a statutory assessment
  - Be mindful that early information sharing is vital to identifying and tackling all forms of abuse and neglect and in promoting children's welfare, including in relation to their educational outcomes

### **CEO's and Sr Management Team of DSB safeguarding**

As outlined in [Keeping Children Safe in Education](#) the governing body have a strategic leadership responsibility for DSB safeguarding arrangements and have the responsibility to ensure DSB complies with safeguarding duties under legislation. There is a senior board level lead to take leadership responsibility for the establishment's safeguarding arrangements.

The governing body and their senior leadership team and designated safeguarding lead are aware of and follow local arrangements. This includes understanding and applying the [Threshold document](#) (criteria for action), local Protocol for Assessment in [Derby](#) and Derbyshire. [Derby](#) or [Derbyshire](#) Child Protection Conference Professionals Dissent process and [Dispute Resolution and Escalation policy](#). Arrangements have been made to set out information sharing processes and principles within DSB and with local authority children's social care, safeguarding partners (Derby and Derbyshire Safeguarding Children Partnership/DDSCP) and other agencies. DSB will supply information as requested by the DDSCP which enables and assists partners to perform their functions to safeguard and promote the welfare of children in their area, including information related to local and national child safeguarding practice reviews.

The CEO exercise strategic oversight of all aspects of safeguarding at DSB. To support this an annual safeguarding audit is completed to ensure the effectiveness of safeguarding policies and processes.

### **Chief Executive Officer (CEO)**

DSBs CEO will ensure that the policies and procedures are understood and followed by all staff. This includes working with the designated safeguarding lead, their deputy, and other senior leaders, to ensure the effectiveness of safeguarding within DSB and ensuring that educational outcomes of children who have or have had a social worker are promoted.

### **Designated safeguarding lead and deputy designated safeguarding lead**

A member of the senior leadership team is appointed to the role of designated safeguarding lead to take lead responsibility for safeguarding and child protection (including online safety).

The designated safeguarding lead co-ordinates the setting's safeguarding and child protection arrangements by providing advice and support to other staff on child welfare, safeguarding and child protection matters, including Stopping Domestic Abuse Together (SDAT) notifications, takes part in strategy discussions/meetings and inter-agency meetings – and/or supports other staff to do so - and contributes to the assessment of children.

DSB also has a deputy designated safeguarding lead to cover for when the designated safeguarding lead is not available; the lead responsibility however remains with the designated safeguarding lead.

The designated safeguarding lead actively liaises with other DSB staff with safeguarding responsibilities, contractors, DSB Volunteers, on matters of safety and safeguarding to ensure safeguarding and promoting children's well-being are effective. Learners are referred to and discussed at scheduled team meetings where a graduated response to pupil's wellbeing is actioned.

The designated safeguarding lead or the deputy is always available during DSB hours for the staff at DSB to discuss any safeguarding concerns.

More information about the role and responsibilities of the designated safeguarding lead can be found in [Keeping Children Safe in Education](#) Annex C: Role of the designated safeguarding lead.

### **Safeguarding training**

In addition to the safeguarding training at induction, all staff and directors will receive safeguarding training appropriate to their roles and responsibilities which is regularly updated as well as Prevent Duty, child-on-child abuse and online safety training, including sharing nudes/semi-nudes, so they are equipped with the knowledge and skills to keep children safe. They will also receive regular safeguarding and child protection (including online safety) updates at least annually to help provide them with an awareness of safeguarding issues that can put children at the risk of harm ensuring they have the relevant skills and knowledge to safeguard children effectively. Safeguarding input in briefings will occur weekly at DSB, which addresses a safeguarding risk per week.

The directors safeguarding training and updates will enable them to have the knowledge to provide strategic challenge to test and assure themselves that safeguarding processes and procedures are effective and robust and a whole DSB approach to safeguarding is in place. Those involved with the recruitment and employment of staff to work with children will have received appropriate safer recruitment training.

<b>Section 2: Ensuring a safe environment for all Children</b>
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DSB provides a safe environment where learners can learn and develop. This is an essential part of our whole DSB approach to safeguarding which incorporates a culture of vigilance where learners' welfare is promoted, timely and appropriate safeguarding action is taken for children who need extra help or who may be suffering, or likely to suffer harm.

DSB environment is safe and secure and protects our learners from harm or the risk of harm. Positive behaviours are consistently promoted, and abusive or inappropriate behaviour challenged. A positive and supportive environment is promoted which gives learners a sense of being valued.

### **Vulnerable children**

We recognise that most of our children are vulnerable however, some groups of children are potentially at greater risk of harm than others and have agreed arrangements to ensure the safety of these children:

- **Children who need a social worker (Child in Need and Child Protection Plans).**

As a matter of routine, the designated safeguarding lead will hold and use the information that the learner has a social worker to ensure that as a matter of routine decisions can be made in the best interests of the learner's safety, welfare and educational outcomes.

- **Children missing from education**

DSB response to children missing from education supports identifying a range of safeguarding issues and abuse; it also helps prevent the risk of children going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker, where going missing from education may increase known safeguarding risks within the family or in the community. We support and monitor attendance carefully and address poor or irregular attendance without delay. Learner absence is monitored daily, and contact made with parents/carers daily for any unknown absences.

DSB also recognises that when children are not in DSB, such as when a learner is suspended or excluded, they miss the protection and opportunities that education can provide and can become more vulnerable to harm. Learners who have a social worker, including looked-after children, and previously looked-after children are especially vulnerable. DSB proactively supports learners in DSB environment and decision-making processes about suspension or exclusion operate in the best interest of children as outlined in local and national guidance.

- **Children who require mental health support.**

DSB has an important role to play in supporting the well-being and mental health of our learners. Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. We have clear systems and processes in place for identifying possible emotional well-being issues and mental health problems, seek advice from external agencies where appropriate and have clear referral and accountability systems.

- **Looked after children and previously looked after children.**

DSB ensures that appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead has:

- o Details of the child's social worker, and

o The name and contact details of DSB head and the relevant support officer in the authority that looks after the child

o The name of the Personal Advisor appointed to support a child who has left care

When dealing with looked after children and previously looked after children, DSB will work with all local authority children's social care, health and other relevant agencies and take prompt action when necessary to safeguard these children, who are a particularly vulnerable group.

- **Children with special educational needs and disabilities (SEND) or health issues.**

Due to the context DSB is identified as having some element of SEND need. The designated safeguarding lead has oversight and will closely liaise whenever there are any concerns or reports of abuse, neglect or exploitation involving a student with SEND, neurodevelopmental conditions such as autism.

- **Children who are, or may be, lesbian, gay, bi, or trans (LGBTQ+).**

DSB will take steps to reduce the additional barriers these children face and provide a safe space for them to speak out or share their concerns with staff.

We also recognise that in addition to the above, other factors can increase a student's vulnerability to abuse, exploitation, or neglect such as:

- In a family circumstance presenting challenges for the child, such as parental substance (drugs and/or alcohol) misuse, adult mental health issues and domestic abuse
- Misusing drugs and or alcohol
- Being an asylum seeker/refugee
- Being from our New Communities
- Living away from home, including private fostering arrangements, or have returned home to their family from care
- Are at risk of homelessness or living in temporary accommodation
- Living in chaotic, neglectful, and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of age, gender reassignment, marriage/civil partnership, pregnancy/maternity leave, disability, race (including colour, nationality, ethnic or national origin), religion/belief, gender, sex, or sexual orientation
- Being a young carer
- Not speaking or not having English as a first language
- Being involved in the court system
- Children affected by parental offending or with family members in prison

## **Teaching safeguarding**

We are committed to offering our learners preventative education and ensure that learners are aware of safeguarding risks, recognise when they are at risk and how and where to get help and support if they need it. They will be taught about healthy relationships online and offline, how to keep themselves and others safe, including online. To be effective, we recognise this will need to be tailored to the specific needs and vulnerabilities of individual students, including those who have been victims of abuse and children with special educational needs and disabilities.

Our preventative education forms part of our whole DSB approach to prepare our learners for life in modern Britain, encourages open debate about different points of view and beliefs and creates a culture of zero tolerance for sexism, misogyny/ misandry, disablism, racism, homophobia, biphobia and sexual violence and harassment. DSB's core values and standards, alongside the fundamental British Values, are upheld and demonstrated throughout all aspects of DSB. This is underpinned by DSB's behaviour policy.

Students are encouraged to speak with staff about any concerns they may have but, if they are not comfortable speaking with staff face-to-face, they are aware of the Report A Concern tab on our website.

## **Online safety**

Online safety and protecting learners from potentially harmful and inappropriate online material forms part of the whole DSB approach to safeguarding, including policies, curriculum, staff training, roles and responsibilities of the designated safeguarding lead and parental engagement. DSB has filtering and monitoring systems in place, these are regularly reviewed for their effectiveness and the leadership team and relevant staff escalate concerns when identified. DSB protects and educates learners and staff in their use of technology, including where they are learning remotely, and has mechanisms to identify, intervene and escalate any concerns where this is needed.

## **Systems for children to report concerns and abuse**

DSB recognises the importance of ensuring that all children feel heard and understood. We have a culture of listening to children and taking account of their wishes and feelings in any measures DSB may put in place to protect them. Whenever there are any concerns, the child's wishes will be taken into account when determining what action to take and what services are provided. The welfare and safety of a child is of paramount concern and staff will act in the best interests of the child.

We understand the difficulties that children may have in approaching staff about their circumstances and any concerns they may have. Some children may feel unable to report their concerns or abuse, others may have additional barriers to telling someone or not recognise what is happening is abusive.

DSB has an open and accepting attitude towards children and promotes a positive and supportive environment as part of our responsibility. DSB promotes trusted relationships between learners and all staff which supports children to tell staff about any concerns they may have.

Children, parents/carers, and all staff will be free to talk about any concerns and see DSB as a safe place. Many children can show signs or act in ways they hope adults will notice or react to, others may make indirect reports via a friend or staff may overhear conversations. All staff are alert to this and to the potential need for early help and are aware of the indicators of abuse, exploitation and neglect and know what actions they should take.

DSB has systems in place for children to complain and/or confidently report their concerns, including any form of abuse or neglect, including child-on-child abuse, and know that their concerns will be treated seriously.

### **Working with parents and carers**

We recognise the importance of working together with parents/carers to educate as well as safeguard and promote the welfare of children.

- We work with parents positively, openly and honestly
- Parents are encouraged to discuss their issues or concerns about the safety and welfare of children, including any worries about a child's emotional well-being or mental health. They will be listened to and taken seriously
- Parents/carers are aware there is a whole DSB safeguarding approach to ensure that children are kept safe and well
- We will provide parents with information about safeguarding issues, such as child exploitation (sexual and criminal) known as child at risk of exploitation (CRE), child-on-child abuse, emotional well-being/mental health, online safety, including sharing nudes and semi-nudes, harmful sexual behaviour, and terrorist/extremist material.
- Up to date and accurate information is kept about learners/students i.e.

o names and contact persons with whom the child normally lives

o those with parental responsibility



- o where reasonably possible, we hold more than one emergency contact number
  - o if different from above, those authorized to collect the child from DSB
  - o name and contact details of GP
  - o any relevant court orders or any other factors which may impact on the safety and welfare of the child
- Information about our learners given to us by children themselves, their parents, or carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis to support the child
  - It is made clear to parents and carers that DSB has a duty to share information when there are any safeguarding concerns. Also, that there is a duty to keep records which relate to safeguarding work by DSB, or partner agencies. Copies of these records will be securely sent to any education provider to which the child transfers and a confirmation of receipt obtained
  - Where we have reason to be concerned about the welfare of a child, we will always seek to discuss this with the child's parents or carers first. However, there may be occasions where we are not able to do this, for example, when by doing so, it places the child at additional risk or where it may not be possible to speak to the parents/carers

### **Section 3: Safer recruitment and selection of staff**

DSB uses best practice and has adopted robust recruitment procedures as outlined in [Keeping Children Safe in Education](#) (2022) to deter and prevent people who are not suitable to work with children from applying, securing employment or volunteering opportunities at DSB. We apply all appropriate measures for our staff, including volunteers and contractors. This forms a vital part of the whole DSB approach to safeguarding and is an essential part of creating a safe environment for our learners.

Those involved with the recruitment and employment of our staff have received appropriate safer recruitment training and at least one person who conducts an interview has completed safer recruitment training.

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding children at every stage of the process from advertising, job descriptions/person specifications, application forms, shortlisting, employment history and references, selection and pre-appointment vetting checks.

Everyone who works at DSB, including volunteers and DSB CEO will have appropriate Disclosure and Barring (DBS).

Other checks that may be necessary for staff, volunteers, and others:

- **Individuals who have lived or worked outside the UK** – will undergo the same checks as all other staff at DSB and further checks deemed appropriate to ensure suitability
- **Agency and third-party staff (supply staff)** - DSB will obtain written notification from any agency or third-party organization provider that they have carried out checks on an individual who will be working at DSB that we would otherwise perform.
- **Contractors** - where DSB uses contractors to provide services the contract will set out their safeguarding requirements.
- **Volunteers** - DSB will ensure volunteers are appropriately supervised as outlined in [statutory guidance](#) on supervising the activities of workers and volunteers with children. In addition, risk assessments will be undertaken, and professional judgment/ experience used when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaged in regulated activity. The details of the risk assessment will be recorded.

DSB maintains a single central record of pre-appointment checks consistent with [Keeping Children Safe in Education](#) (2023). See DSB Safer recruitment policy

## Visitors

DSB premises provide a safe learning environment with secure access, once on site all visitors are required to scan the visitors QR code and submit their details on our contactless sign-in system. We recognise there are different types of visitors, those in a professional capacity, children's relatives or others visiting for DSB activities or visitors via a third party and have processes in place to ensure they are suitable, are checked and monitored as appropriate.

We recognise the importance of allowing access for local authority children's social care to conduct, or to consider whether to conduct an assessment and that staff from other partner agencies may need to visit to see a child or young person to either safeguard or promote their welfare. To support our decision making about appropriate checks regarding any professional visitor we operate using guidance outlined in the [DDSCP Briefing Note - Professional Visitors to Schools](#).

## External speakers/visitors

DSB may ask external speakers or visitors to work with children or provide assemblies on subjects such as online safety, relationships/relationships and sex education and health

education. On these occasions there will be an assessment of the educational value, the age appropriateness of what is going to be delivered and whether relevant checks will be required, and an assessment made of what will be appropriate supervision. There will also be an agreement made in advance of the session/s on how a safeguarding report should be dealt with by an external visitor.

**Section 4: Monitoring and Review**

This policy is reviewed at least annually by the DSL. This policy will be updated as needed to ensure it is up to date with safeguarding issues as they emerge and evolve, including any lessons learnt. Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarize themselves with all processes and procedures outlined in this policy as part of their induction programme. The next scheduled review date for this policy is September 2023.

**Appendix 1 Key Safeguarding Contacts**

**Derby Skillbuild (DSB) - Staff with specific safeguarding responsibilities**

<b>Safeguarding Role</b>	<b>Name</b>	<b>DSB Contact Details</b>
<b>Designated Safeguarding Lead (DSL)</b>	Patrick Jebbison	01332 897047
<b>Senior Leader(s) available for contact in the absence of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead</b>	Tim Kerry	01332 897047
<b>Deputy Head</b>	Stacey Mortimer	01332 897047

Deputy Designated Safeguarding Lead (DDSL)		
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### Other Key Local Safeguarding Contacts

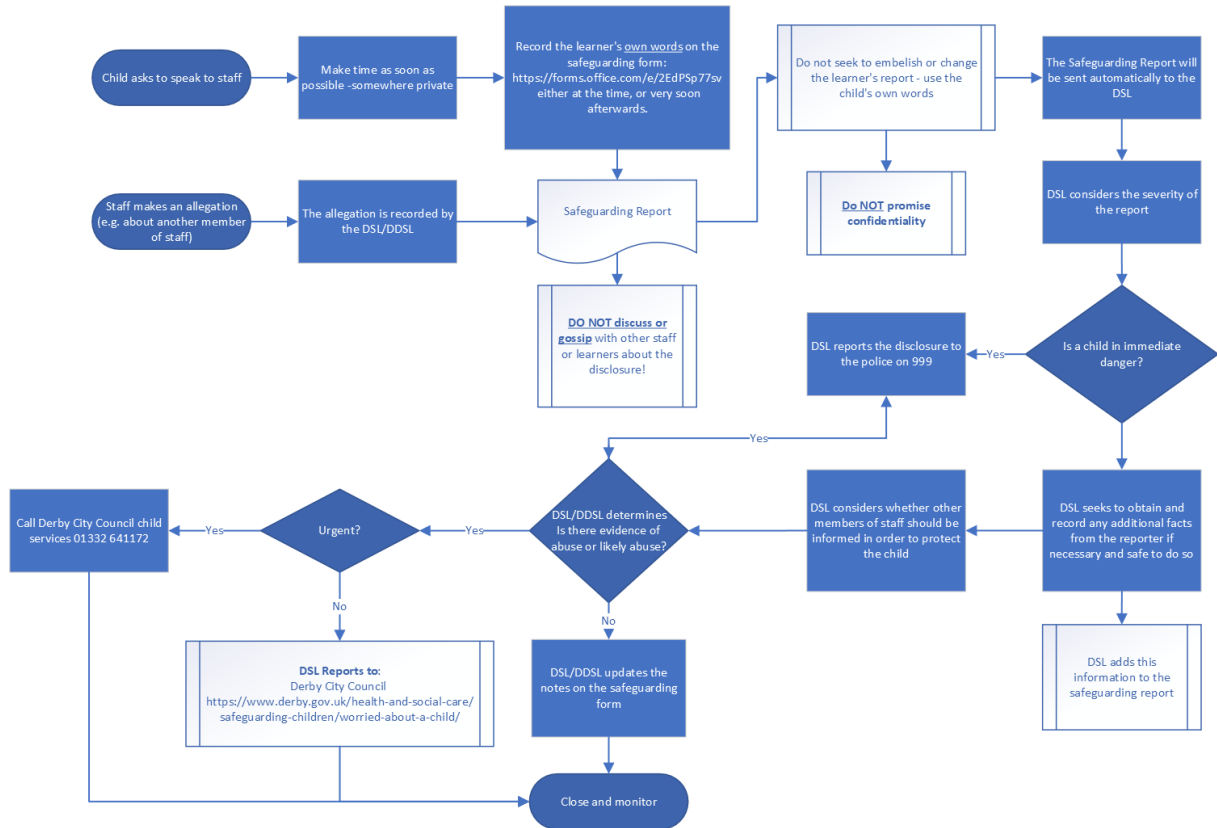
Area	Derby
Targeted Early Help Request	<p>Locality Vulnerable Children Meeting (VCM) for requests for targeted early help via multi-agency team (MAT) or non-urgent social care referrals via Locality Based Single Point of Access (SPA) Clerks:</p> <p><b>Locality 1 &amp; 5</b> Derwent, Chaddesden, Spondon, Oakwood, Mackworth, Allestree and Darley            Email: <a href="mailto:vcm1and5@derby.gov.uk">vcm1and5@derby.gov.uk</a></p> <p><b>Locality 2</b> Sinfin, Alvaston, Boulton, Chellaston, Osmaston, and Allenton</p>

	<p>Email: <a href="mailto:vcm2@derby.gov.uk">vcm2@derby.gov.uk</a></p> <p><b>Locality 3 &amp; 4</b> Balgreaves, Littleover, Mickleover, Normonton, and Abbey  Email: <a href="mailto:vcm3and4@derby.gov.uk">vcm3and4@derby.gov.uk</a></p> <p><b>The Light House</b> (Integrated Disabled Children’s Service)  Tel: 01332 256990  Email: <a href="mailto:VCM-IDCS@derby.gov.uk">VCM-IDCS@derby.gov.uk</a></p>
<b>Speak to a Social Worker for thresholds advice and consultation</b>	Children’s Services Professional Consultation Line 07812 300329
<b>Referrals to Local Authority (Derby City Council) Children’s Social Care</b>	<p><b>Initial Response Team</b>  <b>Urgent:</b> 01332 641172 out of hours via Careline 01332 958806  <b>Non urgent:</b> <a href="#">Derby Children’s Social Care Online Referral system</a></p>
<b>Local Authority Designated Officer (LADO)</b>	Derby and Derbyshire LADO referral form Email: <a href="mailto:CPMduty@derby.gov.uk">CPMduty@derby.gov.uk</a>
<b>Derbyshire Police</b>	<ul style="list-style-type: none"> <li>• 999 for emergencies or 101 for non-emergencies</li> <li>• Mandatory reporting of Female Genital Mutilation (FGM) via 101</li> <li>• DSB Police Safer neighbourhood team or link officer</li> </ul>
<b>Prevention (radicalization and extremism)</b>	<ul style="list-style-type: none"> <li>• Police Prevent (radicalization/extremism) Team on 101 or directly via 0300 1228694</li> <li>• Prevent/channel referral form</li> <li>• For advice contact:</li> <li>• Derby – 07765 222032 or <a href="mailto:sally.siner@derby.gov.uk">sally.siner@derby.gov.uk</a></li> </ul>
<b>Harmful Sexual Behaviour Service</b>	Action for Children Pathway Programme Service for harmful sexual behaviours. Please note this service is for children in Derbyshire who are living with their birth family. <a href="mailto:Pathwayservice@actionforchildren.org.uk">Pathwayservice@actionforchildren.org.uk</a>

**Key National Contracts** (*Add or amend as appropriate*)

Organization	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"> <li>• Text 88858</li> <li>• 0808 800 5000</li> <li>• <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></li> </ul>
<b>NSPCC helpline Report Abuse in Education</b>	<p>Bespoke helpline for children and young people who've experienced abuse at DSB, and for worried adults and professionals who need support and guidance:</p> <ul style="list-style-type: none"> <li>• 0800 136 663</li> <li>• <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></li> </ul>
<b>NSPCC Whistleblowing Advice</b>	<p>Free Advice and support for professionals concerned about how child protection issues are being handled in their organization:</p> <ul style="list-style-type: none"> <li>• 0800 028 0285</li> <li>• <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></li> </ul>
<b>UK Safer Internet Centre professional advice line</b>	<p>Helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children their care:</p> <ul style="list-style-type: none"> <li>• 0844 381 4772</li> <li>• <a href="mailto:helpline@safeinternet.org.uk">helpline@safeinternet.org.uk</a></li> </ul>
<b>Police Anti-Terrorist Hot Line number</b>	0800 789 321
<b>National Domestic Abuse helpline</b>	Hosted by Refuge, Helpline 0808 2000247
<b>Report harmful online content</b>	<ul style="list-style-type: none"> <li>• UK Safer Internet Centre – report online harm. A national reporting centre that has been designed to assist anyone in reporting harmful content online</li> <li>• CEOP – to report online sexual abuse or the way someone has been communicating online</li> </ul>
<b>Harmful Sexual Behaviour Support Services</b>	<p>SWGfL Harmful Sexual Behaviour Support Services for the children’s workforce 0344 2250623 or email <a href="mailto:hsbsupport@swgfl.ork.uk">hsbsupport@swgfl.ork.uk</a></p> <p>Stop it now! For worries about child’s sexual behaviour 0808 1000 900</p>

**Appendix 2                      Safeguarding Flowchart – Disclosure**



**Appendix 3 The seven golden rules to sharing information**



1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and upto-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Taken from [Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers \(2018\)](#) HM Government